DOCUMENT RESUME

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ABSTRACT

This module arose in part from a state law which prohibits sex discrimination in public school education. Its purpose is to increase awareness and knowledge of women's contributions to U.S. history. The module was developed so that elementary school personnel could readily adapt its information for elementary grade students. It reviews lessons plans developed by classroom teachers and encourages that these plans be adapted for use by teachers in their individual classes. The module states seven learning objectives: (1) Participants will become acquainted with each other and with the trainer; (2) Participants will be exposed to six American women who have played important roles in our political process; (3) Participants will try to identify 48 notable Americans by matching a person's name to bibliographic information; (4) Participants will become familiar with the breadth and depth of women's participation in American history; (5) Participants will be given resource material on women in America and interesting events in Women's history; (6) Participants will have an opportunity to view women in history lesson plans, develop their own lesson plans, and share newly written plans; and (7) Participants will be given an opportunity to evaluate the workshop. It is hoped that the module will help correct sexual bias in instructional materials. (RJM)

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The development of the Women in American History (1-6) equity module has been a collaborative effort requiring the cooperation of Anchorage School District personnel and the Alaska State Department of Education. Those who worked on the development of this module are:

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INTRODUCTION TO THE MODULE SERIES

Alaska's sex equity law, which prohibits sex discrimination in public school education, was passed by the Alaska Legislature in 1981. The law has been cited as one of the strongest state sex discrimination laws in the nation. This is in part due to the fact that the regulations require school districts to establish written procedures:

1. for the biennial training of certificated personnel in the recognition of sex bias in instructional materials and in instructional techniques which may be used to overcome the effects of sex bias;

2. for the biennial training of guidance and counseling staff in the recognition of bias in counseling materials and in techniques which may be used to overcome the effects of sex bias;

3. for the review of textbooks and instructional materials for evidence of sex bias; and

4. for the replacement or supplementation of materials found to exhibit bias.

Since the implementation of these regulations, referred to as Chapter 18, many school districts have relied on the Department of Education to provide them with on-site inservice training in the area of sex discrimination. Recognizing that local school districts need their own cadre of equity trainers as well as materials, the Department of Education utilized Title IV funds for the development of a series of equity modules. During the summer of 1986, educators within Alaska developed six modules, relating directly to curriculum content areas, that are now available to all Alaskan school districts. The modules were developed and written in such a fashion that district personnel with a minimal amount of experience could conduct an equity inservice.

Modules which have been completed include:

Women in American History (Elementary)
Women in American History (Secondary)
Language Bias (K-12)
Science (Elementary)
Mathematics (Elementary)
Computer Equity (K-12)
Foreign Language (Elementary)
Fine Arts (Elementary)

The Department is continuing the development of modules in other curriculum areas.

The Department of Education is committed to helping school districts comply with the regulations outlined in Chapter 18.

School district personnel using the modules are requested to complete the evaluation sheet and return it to the Department of Education. This information will be used to update and improve the modules.

TITLE: WOMEN IN AMERICAN HISTORY - Elementary Grades

PURPOSE: To increase awareness and knowledge of women's contributions to the history of the United States; review lesson plans developed by classroom teachers; adapt and write lesson plans to be used by teachers in their individual classes.

LEARNING OBJECTIVE	METHOD	TECHNIQUE	TIME	ACTIVITY	RATIONALE	RESOURCES NEEDED
1) Participants will become acquainted with each other and with the Trainer, discuss and receive information on the intent of inservice and review agenda for clarification on purpose of activities.	Large group	Information giving. Questions and answers.	10 minutes	Introduction of participants to facilitators and participants to each other (if necessary) Posting of objectives and review of agenda.	To set the climate for open discussion and give information on state mandate for training. Also review goals and objectives.	Name tags Handout #1 (optional) Flip chart or newsprint Tape Markers
2) Participants will be exposed to six American women who have played important roles in our political process.	Large group	Film	25 minutes	Video: Women in Politics: An Uphill Battle	To increase knowledge of American women who have made substantial contributions to our political process.	Video: Women in Politics: An Uphill Battle Video tape player Monitor Flip Chart Markers
3) Participants will try to identify 48 notable Americans by matching a person's name to bibliographic information.	Triads	Triads read and match information.	30 minutes	Notable Americans Quiz	To increase interest and awareness on contributions that notable Americans, male and female, have made throughout our history.	Handout #2-A Handout #2-B Handout #3 Pencils or Pens

LEARNING OBJECTIVE	METHOD	TECHNIQUE	TIME	ACTIVITY	RATIONALE	RESOURCES NEEDED
4) Participants will become familiar with the breadth and depth of women's participation in American history.	Small groups of equal size depending on the number of participants	Teams identifying information.	30 minutes	Great American Women Challenge Game. Teams competing with each other to correctly match bibliographic information with famous American women.	To provide teachers with a stimulating activity to increase their knowledge of contributions of famous American women.	Handouts #4 A-H Handout #5 Handout #6
5) Participants will be given resource material on Women in America and Interesting Events in Women's History.	Large group	Information giving. Discussion.	10 minutes	Teachers will re-receive two sets of resource materials: Women in America and Interesting Events in Women's History.	To provide teachers with resource materials that may be used to supplement their curriculum materials.	Handout #7 Handout #8
6) Participants will have an opportunity to view women in history lesson plans, develop their own lesson plans, and share newly written plans.	Small group, individual or pairs. Large group	Examining lesson plans and designing plans for classroom use Share plans with large group.	60 minutes	Teachers will choose a pre-existing lesson plan and adapt the lesson to a different grade level, design a follow-up lesson, or design an introductory lesson to the one they have chosen.	To provide teachers with additional resources to be used in the classroom and allow time to design plans to be used with their students.	Handout #9 A-L Handout #10
7) Participants will be given an opportunity to evaluate the workshop.	Large group	Complete evaluation form	10 minutes	Teachers will evaluate content and organization of workshop.	To provide an avenue of feedback for the trainer.	Handout #11

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MODULE CONTENT

TITLE: Women in American History

CONTACT TIME: Three hours

TARGET AUDIENCE: Elementary Teachers

HANDOUTS: Copy prior to workshop:

#1	Agenda (optional)
#2 A & B	Notable Americans Quiz
#3	Notable American Quiz Answer Sheet
#4 (A-H)	Great American Women Challenge - Biographies
#5	Great American Women Challenge Instructions for Teachers
#6	Great American Women Challenge Adaptation for Primary Grades
#7	Women In America
#8	Interesting Events in Women's History (optional)
#9 (A-L)	Women in History Lesson Plan
#10	Sample Lesson Plan
#11	Evaluation

MATERIALS:

Video tape player and monitor
Video: Women In Politics: An Uphill Battle
Flip Chart or Newsprint
Markers
Name tags
Tape
Pencils or Pens

NOTES TO TRAINER:

Prior to workshop:

--- Secure the following video/film...Women in Politics: An Uphill Battle. (For trainers in the Anchorage School District, the film number is F4287. For trainers outside of Anchorage, please request the video through Sex Equity Coordinator, Department of Education, Juneau, 465-2841.)

--- Review handouts and have them duplicated.

OVERALL PURPOSE AND DESIGN FOR WOMEN IN AMERICAN HISTORY INSERVICE

Purpose:

1. To increase participants' knowledge about famous American women and their contribution to the history of our country.
2. To provide participants with activities that can be used in the classroom to emphasize the role of women in American history.
3. To give participants an opportunity to plan a lesson to emphasize the role of women in American history.

AGENDA

Time	Activity
10 minutes	Introduction and Agenda Sharing
25 minutes	Video or Film: Women in Politics: An Uphill Battle
30 minutes	Notable Americans Quiz
30 minutes	Great American Women Challenge Game
15 minutes	BREAK
10 minutes	Resource Sharing
70 minutes	Women in History Lesson Plans and Lessons
10 minutes	Evaluation

INTRODUCTIONS AND AGENDA SHARING

PURPOSE: To share with participants who you are; to establish a climate where people feel included; to set norms; and to share with participants your expectations about the purposes and agenda for this training session.

GROUP SIZE: 10 to 30 people

TIME REQUIRED: Approximately 10 minutes

MATERIALS:
Name tags (if appropriate)
Handout #1 (or copy onto flip chart)
Flip Chart or Newsprint
Markers
Tape

ROOM ARRANGEMENT: Large group setting, informal

PROCEDURE: (Individual trainers have their own style of introducing a workshop. These are some suggestions and rationale for choosing to do certain things.)

1. Trainer will have participants introduce themselves to each other.

   Optional: Have each person in room introduce self. If you are working with staff from more than one school, you may wish people to say what school they are from and their position.

   Optional: We have found name tags help us associate names with faces. It also helps participants if they are not all from the same school.

2. a. Trainer gives background of the inservice - tells where it was developed and shares how it came to be offered to that school (or district or group). The Women in American History Module as developed during the summer of 1985 by two educators working for the Community Relations Department and revised in the summer of 1986.

b. Trainer also points out that Chapter 18, Alaska's State Equity Regulations, requires biennial training of staff in the areas of sex bias and sex role stereotyping. This inservice satisfies that part of the law which mandates inservice training, under Chapter 18, for teachers.

3. Trainer distributes Handout #1 or goes over agenda on flip chart.

4. Trainer asks for clarification questions or concerns. Example:

   "What do you expect from the workshop?"
   "Is there anything confusing about the agenda?"
   "Do you have any concerns?"

5. Trainer will post this pre-written goal.

   Goal:

   To emphasize to educators the many contributions that women have made in the development of our country.

OVERALL PURPOSE AND DESIGN FOR WOMEN IN AMERICAN HISTORY INSERVICE

Purpose:

1. To increase participants' knowledge about famous American women and their contribution to the history of our country.
2. To provide participants with activities that can be used in the classroom to emphasize the role of women in American history.
3. To give participants an opportunity to plan a lesson to emphasize the role of women in American history.

AGENDA

Introduction/Agenda Sharing

Video or Film: Women in Politics: An Uphill Battle

Notable Americans Quiz

Great American Women Challenge Game

BREAK

Resource Sharing

Women in History Lesson Plans and Lessons

Evaluation

VIDEO/FILM: WOMEN IN POLITICS: UPHILL BATTLE

PURPOSE: To introduce participants to a number of women who have made significant contributions to our political system.

GROUP SIZE: 10-30

TIME: 25 minutes

MATERIALS:
Video/Film
Video Tape Player/Film Projector
Monitor
Flip Chart
Marker

ROOM ARRANGEMENT: Large Group

PROCEDURE:

1. Trainer introduces video/film. The title of the video/film: Women in Politics: Uphill Battle.

   This video/film is intended for intermediate and secondary students and is an excellent way to broaden participants' knowledge of women in history.

2. Write each of the following names one at a time on newsprint or the blackboard. Ask who can identify the name; if a name is not familiar, leave it blank and come back to it after the video/film. (Information from the video/film is summarized on the next page.)

Victoria Woodhull	Francis Perkins
Jeannette Rankin	Margaret Chase Smith
Hattie Caraway	Shirley Chisholm

3. Show the video.

4. Go back to the list and add information to the names on the list.

5. Ask participants how they might use this film in their classroom.

WOMEN IN POLITICS: AN UPHILL BATTLE

Background Information for Film

Victoria Woodhull: (Sept. 23, 1838 - June 20, 1927) Unconventional reformer who declared herself a candidate for President of the United States on April 2, 1870.

Hattie Caraway: (Feb. 1, 1878 - Dec. 21, 1950) United States Senator from Arkansas. Her husband, Senator Thaddeus Caraway, died before the expiration of his term in office. Hattie Caraway was appointed to her husband's Senate seat. Mrs. Caraway was sworn in on Dec. 9, 1931, and in a special election on January 12, 1932, she was elected to serve the balance of the term expiring March 1933. She thus became the first woman to be elected to the United States Senate.

Francis Perkins: (1882 - 1965) Politician - served as Secretary of Labor under Franklin D. Roosevelt; first American woman to hold a cabinet post (1933 - 1945).

Shirley Chisholm: (1924 - _____) Politician - first Black woman elected to the United States Congress; she represented the State of New York; campaigned for the democratic nomination for President of the United States in 1972; supported education, veteran's rights and civil rights legislation.

Jeannette Rankin: (1880 - 1973) She represented the State of Montana. First woman elected to Congress. She served in the House of Representatives from 1917 to 1919.

Margaret Chase Smith: (1897 - ____) Only woman to be elected to House and Senate. She represented the State of Maine. She served in the Senate for twenty-four years.

NOTABLE AMERICANS QUIZ

PURPOSE: To increase awareness of the significant role that women from all racial and ethnic backgrounds, have played in American history.

GROUP SIZE: Any number of groups of three

TIME REQUIRED: 30 minutes

MATERIAL:
Notable Americans Quiz Handout #2-A
Quiz Sheet Handout #2-B
Answer Sheet Handout #3.
Pencils or Pens

PROCEDURE:

1. Have the larger group separate into triads. After they have settled themselves, give the following instructions:

   A. Your triad will be given 15 minutes to answer questions on the Notable Americans Quiz Sheet. You may use each other as resources for this task.

   B. Pass out the Quiz Sheets, Handouts #2-A and #2-B. Give triads a minute or two to look at the material. Say, "You have some bibliographic information about notable Americans. Your task will be to match the name of the person with the bibliographic information. Do you have any questions?"

   C. I will let you know when your 15 minutes are up.

2. After 15 minutes, pass out the answer sheet, Handout #3. Give triads time to correct their quiz sheets. Short discussion should follow. Such questions as:

   A. Was this a difficult activity for you?

   B. Did you find it easier to do with three people pooling their information?

   C. Were the descriptors too short?

   D. Did you gain some information you didn't have before this quiz?

   E. How would you adapt this activity for students in your class?

NOTABLE AMERICANS QUIZ SHEET

(1)

... Born 1815, died 1902
... Organized the first women's rights convention in Seneca Falls, New York in 1848
... First person to publicly propose that women should have the right to vote
... President of National Women's Suffrage Association for 21 years
... The 19th Amendment to the U.S. Constitution was passed 18 years after she died

NAME _____

(2)

... Born 1850, died 1935
... Gained recognition as a scholar of South America
... Wrote The South American Tour, considered to be the best guidebook ever written on South America
... Climbed a 21,000 foot mountain in Peru at age 61, higher than any American mountain climber, man or woman

NAME _____

(3)

... Born 1930, still living
... Currently vice president of United Farm Workers (UFW)
... Worked as a labor organizer for UFW
... One of the main organizers of the grape boycott of 1965
... Fighter for Hispanic-American rights

NAME _____

(4)

... Born 1844, died 1891
... Visited Washington, D.C. and spoke with President Hayes on behalf of her people
... Protested unfair treatment of Paiutes
... Was given the title of "Chief" for her work as a scout during Bannock War
... Attempted to establish farming as a Paiute practice

NAME _____

(5)

... Born 1880, died 1973
... First woman to serve in Congress (1916)
... As a legislator, she worked for passage of the 19th Amendment
... Voted against war in 1917 and again in 1941 (lost re-election each time)
... At age 88 she led protest of 5,000 women against war in Viet Nam

NAME _____

(6)

... Born 1591, died 1643
... Religious leader in colonial America
... Came to Massachusetts from England in 1634
... Advanced the idea of direct personal contact with divine grace and love without regard to church or minister; held meetings in her house
... Resulting argument split the colony; brought to trial and banished 1637; expelled from church

NAME _____

(7)

... Born 1830, died 1930
... Well-known figure in the U. S. Labor movement
... Helped organize local labor unions, chiefly among coal miners
... Advocated strikes for better working conditions, higher pay, shorter hours
... Jailed in West Virginia in 1902, 1913, and in Colorado in 1913, 1914 for leading miners' strikes (when in her 70s)
... Husband, four children died of yellow fever

NAME _____

(8)

... Born 1860, died 1926
... Sharpshooter and Wild West Performer
... Less than 5 ft. tall and weighing 100 lbs.
... Worked 16 years with Buffalo Bill's Wild West Show
... One trick was to flip playing card in air and perforate it with bullets

NAME _____

(9)

... Born 1940
... World's speediest woman
... America's star woman athlete in the 1960 Olympics in Rome
... Scarlet fever and double pneumonia at four left her without the use of one leg that had its nerves damaged
... At eight fitted with special shoe; she limped to school
... Brother taught her basketball; soon she was running around without shoes
... Played high school basketball; called her "Skeeter", short for mosquito
... Member of women's track team at Tennessee A & I
... 1960, three Olympic gold medals in track
... 1961, Amateur Athlete of the Year

NAME _____

(10)

... Born 1897
... Became ill with polio at three and was left with a lame leg
... Wanted to be a doctor, unusual for a woman of her time
... Became a biochemist to fight disease
... Worked 10 years to improve Mantoux test for Tuberculosis (didn't always give accurate results)
... Pioneer woman doctor in the 1900s when most women were not even getting a college education

NAME _____

(11)

... Born 1857, died 1944
... American author
... Led in the muckraking movement of early 1900s which attacked dishonesty in politics and business
... Wrote History of Standard Oil Company, strengthened movement to outlaw monopolies
... Magazine editor

NAME _____

(12)

... Born 1902
... Won Nobel Prize for medicine in 1983
... First woman to win unshared Nobel prize in medicine
... Her work on corn was once considered "heretical"

NAME _____

(13)

... Born 1875, died 1955
... Born in a log cabin; worked in the cotton fields
... Only one of 17 children in family to attend school
... Became teacher; founded her own school in Daytona, Florida in 1904
... Starting with 5 students, the school grew into Bethune College
... Black educator; honored by Presidents Hoover, Roosevelt, and Truman

NAME _____

(14)

... Born 1821, died 1910
... First American woman to graduate in medicine
... Stressed preventive medicine and personal hygiene
... Founded Women's Medical College
... Founded New York Infirmary for Women and Children

NAME _____

(15)

... Born 1913
... Member NAACP; worked to help Blacks pass voting tests
... Refused to give up her seat on bus to white as required by Jim Crow laws
... Was jailed for such action; in protest, Blacks boycotted buses in Montgomery for 381 days at a cost to the bus company of $750,000
... Culmination of movement was Civil Rights Act of 1964

NAME _____

(16)

... Born 1846, died 1911
... Religious visionary--believed she would carry the nation to righteousness
... Opposed to alcohol
... Sometimes referred to as "The Hatchet"
... Influential in passage of prohibition

NAME _____

(17)

... Born 1879, died 1954
... Geneticist
... Referred to as "Mouse Lady"
... Did pioneering work in cancer research
... Because of her work, doctors' first diagnostic tool is: "Is there any cancer in your family?"

NAME _____

(18)

... Born 1914, died 1956
... Nicknamed after Babe Ruth; once threw a baseball 296 feet
... Chosen "Woman Athlete of Half Century" in 1950
... Baseball star, Olympic gold medalist in track n' field, champion pro golfer
... Voted "Woman Athlete of the Year" five times
... Died of cancer

NAME _____

(19)

... Born 1883, died 1966
... Her materials on reproduction were banned by postal authorities as "obscene"
... Jailed for running a birth control clinic
... Referred to as one of history's "great rebels"
... Made "family planning" a respectable issue

NAME _____

(20)

... Born 1830, died 1917
... Denied admission to law school on grounds her presence would distract men students
... First woman to practice law before Supreme Court
... Ran for U.S. president in 1884 and 1888
... Obtained $5,000,000 for Cherokees

NAME _____

(21)

... Born 1882, died 1965
... Secretary of Labor under FDR
... First woman to serve on President's cabinet
... Architect to Social Security Act
... Effort to impeach her failed

NAME _____

(22)

... Born 1815, died 1852
... Countess; daughter of poet
... World's first programmer
... Worked on the forerunner to the digital computer
... Her "infallible" betting system failed

NAME _____

(23)

... Born 1906
... Invented first practical compiler for the computer
... Received first computer science "man of the year" award
... Retired naval commander
... Women's advocate for military affairs

NAME _____

(24)

... Born 1917, died 1977
... Born on a plantation in the South; became a civil rights worker
... One of the first Blacks to register to vote in Mississippi in 1962
... Suffered arrest, beatings, shootings, loss of job and home because of her work
... Started the Freedom Farm Cooperative for 5,000 people as part of an anti-poverty campaign

NAME _____

(25)

... Born 1787(?), died 1812(?)
... Shoshoni
... Guide to West Coast
... Saved expedition from failure
... Interpreter for Lewis and Clark

NAME _____

(26)

... Born 1752, died 1836
... Seamstress
... Flagmaker for Pennsylvania navy
... Could be given a 13-star rating

NAME _____

(27)

... Born 1863, died 1954
... Community leader, social reformer, lecturer, suffragist, writer
... Member of District of Columbia's Board of Education, first Black woman to receive such an appointment
... 1896 became president of newly organized NAACP
... She was 85 when she broke down the color bar in the AAUW
... At 89 was leading picket lines in the campaign to desegregate the Capitol's lunch rooms; succeeded in 1953 Supreme Court decision

NAME _____

(28)

... Born 1728, died 1814
... Poet, patriot, historian
... Wrote and published for the revolutionary cause
... Wrote political satires in dramatic form
... Opposed ratification of Constitution; defended French Revolution
... Wrote history of Rise, Progress, Termination of American Revolution
... Wrote and published poems on behalf of human liberty
... Deplored that women didn't get formal education; advised a friend: "women should accept 'appointed subordination' not because of any inherent inferiority but 'perhaps for the sake of order in families.'"

NAME _____

(29)

... Born 1862, died 1937
... American author
... Known for psychological examination of moral/social values of middle class and upper class society
... Won 1921 Pulitzer for fiction for The Age of Innocence
... Most popular work, Ethan Frome

NAME _____

(30)

... Born 1787, died 1870
... Known as first American woman to publicly support higher education for women
... Her efforts advanced this movement
... She established several famous boarding schools; the most famous was in Troy, NY
... Supported public schools; educated hundreds of teachers

NAME _____

NOTABLE AMERICANS QUIZ SHEET

1. Ida M. Tarbell
2. Florence Seibert
3. Wilma Rudolph
4. Annie Oakley
5. Carrie Nation
6. Maude Slye
7. Mildred Zaharias Didrickson
8. Margaret Sanger
9. Barbara McClintock
10. Rosa Parks
11. Elizabeth Blackwell
12. Mary McLeod Bethune
13. Belva Lockwood
14. Frances Perkins
15. Grace Murray Hopper
16. Ada Lovelace
17. Jeannette Rankin
18. Mother Mary Harris Jones
19. Anne Hutchinson
20. Chief Sarah Winnemucca
21. Dolores Huerta
22. Annie Peck Smith
23. Elizabeth Cady Stanton
24. Fannie Lou Hamer
25. Betsy Ross
26. Sacajawea
27. Edith Wharton
28. Mercy Warren
29. Mary Church Terrell
30. Emma Hart Willard

NOTABLE AMERICANS ANSWER SHEET

1. Elizabeth Cady Stanton
2. Annie Peck Smith
3. Dolores Huerta
4. Chief Sarah Winnemucca
5. Jeannette Rankin
6. Anne Hutchinson
7. Mary Harris Jones
8. Annie Oakley
9. Wilma Rudolph
10. Florence Seibert
11. Ida M. Tarbell
12. Barbara McClintock
13. Mary McLeod Bethune
14. Elizabeth Blackwell
15. Rosa Parks
16. Carrie Nation
17. Maude Slye
18. Mildred Zaharias Didrickson
19. Margaret Sanger
20. Belva Lockwood
21. Frances Perkins
22. Ida Lovelace
23. Grace Murray Hopper
24. Fannie Lou Hamer
25. Sacajawea
26. Betsy Ross
27. Mary Church Terrell
28. Mercy Warren
29. Edith Wharton
30. Emma Hart Willard

GREAT AMERICAN WOMEN CHALLENGE

PURPOSE: To familiarize participants with the breadth and depth of women's participation in American history.

GROUP SIZE: Divide whole group into smaller groups of equal size with a maximum of 8 in each group.

TIME REQUIRED: 30 minutes

MATERIALS:

a. For each group, 1 copy of Handouts #4A - #4H. Every group receives same set.

b. Questions for Trainer (Trainer Instruction Sheet).

c. Handout #5 and #6.

ROOM ARRANGEMENT: Small Groups

PROCEDURE:

1. Hand out biographies face-down. The Trainer tells participants not to look at the biographies until instructed to do so.

2. Trainer asks each participant to choose a biography and allows 5 minutes for participants to read and become familiar with the information on the handout. No one is allowed to take notes. Each participant will be asked to share her/his information with the other members of the group.

3. Trainer calls time at the end of 5 minutes.

4. Trainer then allows 5 - 8 minutes for group members to share their information with one another. Again, no one is allowed to take notes.

   (If there is only one trainer, the Trainer will need to ask the principal or a group member to help keep track of group responses.)

5. At the end of the time, the Trainer asks the participants to put away their biographies.

6. Trainer follows script as closely as personal choice dictates:

   "I am now going to read a clue card and it will be up to you to identify this woman. Hold up your hand as soon as you think you know the answer. The score keeper will call on the first hand that is raised. If the response is incorrect, the score keeper will call the second hand raised. Correct responses get one point. You <u>may not</u> respond to the biography that you have read and shared with the group. For example, if I had read and shared Clara Barton, I could not respond when the clue was read aloud."

7. At the end of the game, Trainer distributes Handout #5 and #6, which gives instructions to the participants for use in their classroom.

TRAINER QUESTIONS FOR GREAT AMERICAN WOMEN CHALLENGE

1. She was the only member of Congress to vote against the United States' participation in both world wars and in 1968, she led several thousand women in a peace march in Washington D.C., to protest the war in Vietnam. What is her name? (JEANETTE RANKIN)

2. She was a zoologist who studied the effects of DDT on living things and wrote a book about it which caused industry to organize to discredit her work. What is her name? (RACHEL LOUISE CARSON)

3. This woman was a decision maker in the highest councils of the Cherokee. In this position she brought dairy and cattle to her people and preserved a tenuous peace with the European immigrant settlers, traders and trappers who were taking over Cherokee lands. Who was this woman? (NANCY WARD)

4. Disabled by polio in childhood this woman grew to be a scientist and a biochemist in the early 1900's when few women were getting college educations. What is her name? (FLORENCE SEIBERT)

5. She disproved the idea that Blacks and women could not learn very much by graduating from the only college that would admit women. Who was this woman? (FRANCES JACKSON COPPIN)

6. She was the founder of the American Red Cross. She founded one of the first public schools and nursed the dying Union soldiers in the Civil War. What was her name? (CLARA BARTON)

7. Even though she trained in Europe under famous teachers and performed for queens and kings there, in the United States (her own country) she was denied schooling and performance space and opportunity because of her race. With the help of Eleanor Roosevelt, she sang at the Lincoln Memorial on an Easter Sunday. Who was this woman? (MARIAN ANDERSON)

8. She became a pioneer Black business woman and millionaire who dreamed, produced and marketed a hair care product. What was her name? (SARAH BREEDLOVE)

BIOGRAPHY 1: FRANCES JACKSON COPPIN

Even though she was born a slave, she always knew that she wanted to get an education. This was hard for most Black women to do during the 1800's. People were made to believe that Blacks and women could not learn very much. She knew this belief was wrong. She proved it in two ways:

First, she went to the only school in the United States that would give a woman a college education: Oberlin College in Ohio. She was the second Black woman to graduate from Oberlin.

Second, she taught other Blacks to master Greek and mathematics just as she had done. Her students loved her because she was so proud when they did well.

They were proud when she did well, too.

She worked as a teacher and a principal in Philadelphia. She also worked as a missionary in South Africa.

BIOGRAPHY 2: NANCY WARD

Among the Cherokees, women voted in the councils that met to consider war and often went to war with the men. She was honored for her bravery during a battle in which her husband was slain. She was made "Ghugau" or "Beloved Woman," a title of great honor among the Cherokee. Her voice would now be heard in the decisions of the highest councils. In this position she did much for her own people - bringing cattle and dairy products to the Cherokees and preserving a tenuous peace - as well as for whites in their fight for independence from England. She helped soldiers, traders and settlers whenever and wherever she could.

It was her hope that success for the whites would bring independence and freedom for her own people also. However, her war time efforts were forgotten and in 1839 her people surrendered all claim to their historic homeland and were forced to leave their homes and march westward. This march became known as the Trail of Tears because so many people died along the way.

BIOGRAPHY 3: FLORENCE SEIBERT

She became ill with polio when she was three years old. The disease left one of her legs disabled. As she grew up, she dreamed of becoming a doctor, but her friends and teachers convinced her that a career would be too difficult for her. So she decided to make a career of fighting disease, and she became a biochemist. She became a scientist during the early 1900's when few women were even getting a college education. She was instrumental in developing a test for tuberculosis (at one time it killed more people in the United States than any other disease) which would accurately predict whether or not a person had the disease. Today tuberculosis kills far fewer people, thanks in part to the ten years she spent researching the disease.

BIOGRAPHY 4: SARAH BREEDLOVE

She was a pioneer Black businesswoman and millionaire. She was born in Louisiana, orphaned at six, married at fourteen, and widowed at twenty. She worked for 18 years in St. Louis supporting herself and her daughter working as a washerwoman.

According to her, she dreamed the formula for a preparation for straightening Black women's hair. After success in St. Louis, she moved to Denver showing her method by going door to door. She gained customers and agents while she concentrated on teaching her methods and manufacturing her products. After working a year and setting up a business and cosmetic manufacturing headquarters in Denver, she travelled, giving lecture-demonstrations in homes, clubs, and churches. The success of these travels led her to establish a second office in Pittsburg.

She later transferred both offices to Indianapolis where she built a plant. She employed 3,000 people. Some went from door to door demonstrating her product in people's homes. She became known throughout the United States and the Caribbean.

She contributed to the NAACP, homes for the aged and the YMCA. She gave scholarship money for women at Tuskegee Institute, a Black college in Alabama. She also contributed to the Palmer Institute, a private school for Blacks.

She became a millionaire and invested her money in real estate. She moved to New York and built a townhouse as well as a country home on the Hudson River in New York State.

She was always active. Though she suffered from hypertension, she would not follow her doctor's orders. This led to her death in 1919.

BIOGRAPHY 5: JEANETTE RANKIN

She was the first woman to be elected to Congress. A Republican from Montana, one of the western states where women had the vote before they did in the East, she served in the House of Representatives from 1917 to 1919. She concerned herself primarily with the passage of the National Women's Suffrage Amendment. During her campaign, she also supported an eight-hour day for women working outside the home, tax law reform and prohibition.

She served a second term in Congress from 1941 to 1943. She believed the United States should have a strong national defense, but she felt this defense should be of our own shores, not of overseas lands. As the only member of Congress to vote against the United States' participation in both world wars, she lost a lot of support. With so much pressure against her, she resigned from national politics for a while to work for peace.

In 1968, she led several thousand women in a peace march in Washington, D.C. to protest the war in Vietnam.

BIOGRAPHY 6: CLARA BARTON

Her service to her nation's wounded started with the Civil War. During the war there was a shortage of medical supplies. There were too few doctors or nurses to care for the wounded and dying. Volunteers had to be organized. She answered the call!

She was born in a small farmhouse on Christmas Day of 1821 in North Oxford, Massachusetts. Her four older brothers and sisters played a bit part in her education. "I had no playmates, but in effect six fathers and mothers."

She attended rural schools. In 1850 she attended the Liberal Institute of Clinton, New York for a year. Then she founded one of the state's first public schools in Bordentown, New Jersey. The school was very successful. Even so, after the first year a man was selected to take charge. She resigned and took a job in the Patent Office in Washington, D.C.

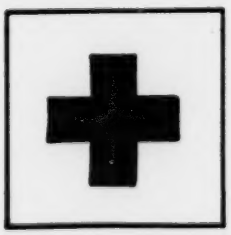
When the Civil War began she left her job. She led the civilian effort to collect supplies for the wounded. She was a familiar sight on her bundles and bales as she drove her wagon through the streets of Washington on her way to the battlefields. She was there to bandage the wounded, feed the hungry, and comfort the dying. The once shy girl had become a woman whose courage knew no limits. By thousands of soldiers she was remembered as the "Angel of the Battlefield."

She first learned of the International Committee of the Red Cross while she was in Switzerland. This Red Cross Committee was a war relief agency for twenty-two nations. She believed the United States should have a Red Cross agency.

In 1881, after years of a single-handed campaign, she established the first chapter of the American Red Cross in Dansville, New York. She became its first president. In this country the Red Cross gave help in peacetime disasters such as fires and floods as well as in times of war.

She became famous around the world as the founder and leading spirit of the Red Cross in the United States. The disaster relief widened the scope of the Red Cross in this country and in Europe. She refused federal support because she feared government control. She believed the Red Cross should remain a voluntary organization run by private funds.

She died at the age of ninety-one in 1912. This tiny woman with a great heart made the Red Cross emblem familiar to all. The New York Globe wrote, "She represented the spirit that knows not race, nor color, nor country, nor creed, nor sex, nor any other thing when the cry of human need is heard. ... Give the world enough women such as this and the brotherhood of man will be ushered in."



BIOGRAPHY 7: RACHEL LOUISE CARSON

She is best remembered as the woman who began the modern environmental movement. We often hear of environmentalists in the news, fighting for clean water or discussing acid rain. It was she who created an awareness around the world of dangers to the environment.

She was born into a small family in Springfield, Pennsylvania. Her mother loved both nature and writing. When she was in college she was very interested in writing. Then she took a course in biology. This sparked a renewed interest in nature and its workings. She went on to obtain high honors in college. She received a degree in zoology from Johns Hopkins University in 1932.

It must have taken courage for her to remain in the science field all through college in the 1920s. Back then it was not ladylike to study anything but home economics, nursing or literature. Despite this, she went on to get a job at the U.S. Bureau of Fisheries in Washington, D.C. She was only one of two women to be hired in that type of job.

She was always busy. If not working for the Bureau, she was busy taking care of her mother and two young nieces. She also wrote articles for magazines and a best-selling book, UNDER THE SEA WIND, in 1941. During World War II she wrote conservation bulletins for the government.

With all this working she still found time to write another book that was to make her famous, THE SEA AROUND US. She received many honors and awards. This finally gave her some financial independence. She bought a home by the sea in Maine and devoted all her time to writing. Next came THE EDGE OF THE SEA (1955), establishing her reputation as a writer about natural science for the general public. She was a quiet person whose books about rocky coasts and tiny creatures of the sea had great appeal.

Her next work proved to be the most important of her life. She was alarmed by massive DDT spraying to control mosquitoes in the early 1960s. She researched this and other poisons and wrote the book THE SILENT SPRING. It exposed the danger of these chemicals to the environment.

Now she found herself up against a new force - big industry. Not only did they see her as a woman meddling in a man's world, but she was threatening the livelihood of the chemical industry. They spent large sums of money publicly ridiculing the author and her book. Nonetheless, her work inspired a special panel at John F. Kennedy's Science Advisory Committee to study the effects of pesticides on the community.

She was indeed a strong-willed and courageous person. Even though she was suffering from arthritis and bone cancer she put up with a lot of criticism and kept working with the government. The woman who started the environmentalist movement died peacefully at home at age 56 in 1964. She has left us with a better awareness of the beauty and delicacy of nature, and for many, a stronger desire to protect this environment.

BIOGRAPHY 8: MARIAN ANDERSON

"A voice like hers comes once in a century," said a great orchestra conductor. He had just heard her sing in Europe.

She was blessed with a very rich and beautiful voice. Over the years she has shared that gift with millions of people. But for a long time she was not a welcome performer in some places in this country. People sometimes said, "What a wonderful voice. It's too bad she's colored."

She was born in Philadelphia of very poor parents. Her father died when she was young. Her mother was the sole support of the family. Since she was the oldest of the three sisters, she helped to take care of the house at an early age.

A great love for music was always part of her life. One day she saw a violin in a nearby store. She learned that it would cost $3.40. This was more money than she had ever seen. But she decided that she would earn it. Day after day she walked from house to house with scrub bucket and brush in hand. She earned a nickel or a dime every time she scrubbed the white marble steps that led up to many of the large houses in Philadelphia. After a few weeks of hard work, she bought her violin.

When she was just six, she joined the choir of the Union Baptist Church. Her singing voice was soon found to be very special. The church raised enough money to send her to singing school, but when she tried to enroll in a music school in Philadelphia she was turned down because of her race.

A famous music teacher named Guiseppe Boghetti asked to hear her sing when she was nineteen. He was moved to tears when she sang DEEP RIVER for him. He agreed to teach her and gave her free lessons for a year. In 1925 she entered a contest with three hundred other singers. She won the first prize, a concert in a New York City hall with the New York Philharmonic Orchestra.

She was a great success at the concert, but despite this, many American concert halls remained closed to her.

She decided to leave for Europe. She won scholarships to study voice there. She studied hard and had many concerts. When she toured Sweden and Denmark she performed for their kings and queens. One triumph followed another and her fame spread.

She came back to the United States after a few years. When she sang at the Lincoln Memorial in Washington, D.C., one Easter Sunday, she drew an audience of 75,000. She became the first Black singer to perform with the metropolitan Opera in New York City in 1955.

During her long career, she sang in countries on every continent. She served as a goodwill ambassador for the United States during these tours. Because of this, President Eisenhower made her a delegate to the United Nations.

She has received many honorary awards. With one of these she established a fund for "talented American artists without regard to race or creed." We can learn from her life that great art can be created by a person of any race.

GREAT AMERICAN WOMEN CHALLENGE

PURPOSE: To familiarize students with the breadth and depth of women's participation in American history.

GROUP SIZE: Divide whole group into smaller groups of equal size with no more than 8 in each group.

TIME REQUIRED: 30-45 minutes

MATERIALS:

a. For each group, 1 set of 8 biographies of women. Every group receives same set.

b. Flag cards with team number for every person on team.

c. Questions for Trainer.

PROCEDURE:

1. Hand out biographies face-down. "Do not look until I say go."

2. Teacher follows script as closely as personal choice dictates:

"All teams, get ready, after I read clue card, you will have 30 seconds to read about, and identify this woman. Hold up our flag card as soon as you think you know the answer.

3. Teacher chooses one person to help keep track as a group raises its flag.

GREAT AMERICAN WOMEN CHALLENGE ADAPTATION FOR PRIMARY TEACHERS

A. Read one page biography to students. If your school's resource center has posters of famous American women or books about women, show them a picture of the woman you are discussing.

B. Do a group story with the children about why this woman is famous, or what they might admire about the women. Talk with them about other women they know who are similar or who have done good things.

C. Then have students in a group tell as many things as they can remember about the woman. Record them in their own words on a poster with woman's picture.

Display Poster

D. After a few posters (8 for example) have been displayed, play the challenge this way:

1. Divide students into 4 groups.

2. Read them the biography again, without saying the name.

3. Give them a length of time you think appropriate to choose the poster that matches the biography (posters are visible as resource). Allow them to discuss together in pairs or small groups. 5 points for each correct answer.

4. Give each group 2 questions. If there are ties in total points, give each tied group 24 hours to collect as many names of famous women as possible and be able to tell why each women was chosen; what made her famous. The group with the most names wins.

5. Post the names on a bulletin board. Talk about why some of these women are famous. What further lessons can you create with this list?

DISTRIBUTING BACKGROUND INFORMATION ON WOMEN IN AMERICA AND INTERESTING EVENTS IN WOMEN'S HISTORY

PURPOSE: To increase the knowledge of the participation of women in events and American history

GROUP SIZE: 10 to 30

TIME REQUIRED: 10 minutes

MATERIALS: Handout #7
Handout #8

ROOM ARRANGEMENT: Large group

PROCEDURE: Trainer says "Traditional studies of history are all too often one-sided, portraying men (usually white) as the only politicians, entrepreneurs, school administrators, inventors, scholars, activists, lawyers, pioneers, and labor leaders. The women on these handouts were selected as representatives of the kind of talent, intelligence and courage which women throughout history have possessed and have displayed when given the opportunity. They are presented here for two major purposes:

1. So that when a young woman expresses a desire to aspire beyond the usual stereotypes and sets her mind to achieve her goal, she will know that rather than being an oddity, she is following a course which is natural for a creative, intelligent human being to pursue.

2. So that both male and female students can develop a more realistic perception of the history and capabilities of American women.

WOMEN IN AMERICA

Background Information

ANNE HUTCHINSON 1590-1643	Revolutionary for religious rights for women. Opened Sunday discussion meetings on church doctrines for women. When the "elders" put her on trial and could find no legal evidence, they excommunicated her and banished her anyway. The statue in her honor in Boston states: "A courageous exponent of civil liberty and religious toleration."
MARGARET BRENT 1600-1671	Property owner of the Colonies who enlarged her holdings by skillful management to become one of Maryland's largest landowners. She petitioned the Assembly for the right to vote - as a landowner, and as the Executor of Governor Calvert's estate - but was denied.
PRINTERS & PUBLISHERS	Ann Franklin (1696-1763) managed her brother-in-law's print shop (Ben's) and became the colony printer in Rhode Island. Elizabeth Timothy (17??-1757) the first American woman to publish a newspaper (she did this in Charleston, S.C., ... as a widow ... with 4 children .) Catherine Zenger (172?-175?) published a weekly paper in New York and managed an active print shop. Sarah and Mary Katherine Goddard published several newspapers, including the Maryland Journal, Baltimore's first newspaper; produced the first printed copy of the Declaration of Independence.
MERCY WARREN 1728-1814	American patriot; a leader in efforts to establish the "Bill of Rights" as a part of the Constitution. The first American historian of the American Revolution (History of the Rise, Progress and Termination of the American Revolution - published in 1805 after 20 years of work).
ELIZA LUCAS PINCKNEY 1723-178?	Established indigo as an American crop (through her own experimentations and resources); and managed a vast plantation-estate which she extended to include silk raising and processing and oak trees for ship building.
BARBARA HICK 1734-1804	The Mother of American Methodism - established the guidelines and organized the religious society; and, worked for the building of the first Methodist Church.

MOTHER ANN LEE 1736-1784	Brought the Shaker religion to America (from England) and became a leader in the movement. One of the first women to take a stand for complete equality of men and women.
ABIGAIL ADAMS 1744-1784	An active participant in political discussions before and after the Revolutionary War, she became famous in her own time as a letter writer to leaders of the time, including: "Remember all men would be tyrants if they could! If particular care and attention is not paid to the ladies, we are determined to foment a rebellion and will not hold ourselves bound by any laws in which we have no voice or representation." She worked to include a Women's Rights clause in the Declaration of Independence.
PHYLLIS WHEATLEY 1753-1784	First Black American poet; born a slave; published her first book (Poems on Various Subjects) in 1773; acknowledged by G. Washington as a "person favored by the muses;" died from illness directly related to poverty.
JENNY SLEW	Jenny Slew, slave of John Whipple, sued for her freedom and won!
1766...	The Daughters of Liberty formed to aid the boycott of British goods, and to make the Colonies self-sufficient.
DEBORAH GANNET	Soldier of the Revolution - disguised herself as a man to serve; fought to receive a military pension and won it; received acknowledgement as a "faithful, gallant soldier."
MOTHER SETON 1774-1821	Established the first Catholic school system in the United States and the first Sisterhood (Sisters of Charity of St. Joseph's) The FIRST AMERICAN SAINT.
SACAJAWEA 1790-1884	First American Explorer - Led the Lewis & Clark expedition to the west and back - 8,000 miles- carrying a baby on her back. From the men's journal, "She who could divine routes, who had courage when the men failed..."
MARY LYON 1797-1849	Founded the first female college with the important factors of guaranteed continuity and high scholastic standards.
LUCRETIA MOTT 1793-1880	Feminist and Abolitionist. At 28 years old she had gained the reputation as "the greatest woman preacher of her time;" fought to end slavery until, as a delegate to an anti-slavery convention, she was refused the right to speak because she was a woman. From that point, she became the first American to publicly advocate equal rights for women, and incorporated that cause in all her lectures on abolition. Helped plan the first Women's Rights Convention (1848) and to found the National Woman Suffrage Association.

FRANCES WRIGHT 1795-1873	"Radical" lecturer of the early 1800's - advocated such "controversial" topics as: birth control, liberalized divorce laws, free state education and the need for trade schools, an end to debtor's prisons and slavery, legal rights and equal education for women, and a strong labor movement. She is quoted as saying: "Let women stand where they may in the scale of improvement, their position decides that of the race."
SARAH GRIMKE 1792-1873 ANGELINA GRIMKE 1805-1879	Sisters from a distinguished, prosperous family - became path breakers for "gentlewomen" speaking on a public platform. They were forerunners of women's involvement in anti-slavery and the women's rights movement.
SOJOURNER TRUTH 1797-1883	Former Northern slave; published her autobiography; walked up and down the Eastern Seaboard, several times, to speak out on women's rights, and against slavery. After the Emancipation Proclamation, helped men and women by teaching them, finding them jobs, petitioning for free land for ex-slaves and lecturing on feminism and on non-violence.
MARGARET FULLER 1810-1850	Feminist, writer, editor, etcetera: "Women are the best helpers of one another. Let them think, let them act, 'til they know what they need."
ANNA ELLA CARROLL 1815-1893	"The unofficial member of Lincoln's Cabinet" - legal and political consultant to many powerful political leaders, including Lincoln. She evolved the "Tennessee Plan" of military strategy, which was hailed as the one which won the Civil War. (General Grant was given the "official" recognition for this plan...even though he wanted to go via the Mississippi.)
MARIA MITCHELL 1818-1889	Astronomer (discovered a new comet, named for her, and many thousands of new astrological observations); Professor at Vassar College; founding member of the Assn. for the Advancement of Women; in the Hall of Fame for Great Americans.
JULIA WARD HOWE 1819-1910	Suffragist and author of the "Battle Hymn of the Republic."

ELIZABETH CADY-STANTON 1815-1902	Rebellious thinker and a fluent writer for the Women's movement. Her efforts and involvements for women were so diverse, and extended for so many years, a book about American Women in the 19th Century would have to include ten pages in EVERY chapter about her!
LUCY STONE 1818-1893	Another strong, active leader, lecturer, writer... In her words: "In education, in marriage, in everything, disappointment is the lot of woman. It shall be the business of my life to deepen this disappointment in every woman's heart until she bows down to it no longer."
SUSAN B. ANTHONY 1820-1906	Fought for more than six years for women's rights. She wrote the Amendment for Suffrage that is now part of our Constitution ... often called the Susan B. Anthony Amendment for that reason and more.
JANE ADDAMS 1860-1935	Walked out of her comfortable private parlor to make Chicago's slums her home. Founded Hull House, a community resource center - the first in Chicago. Won the Nobel Peace Prize in 1931; donated the prize money to help women's struggles. "Love Thy Neighbor as Thyself" was the motto that she spoke and lived.
IDA B. WELLS 1869-1931	(Ida Wells Barnett) - noted Black journalist and editor - published a statistical study on lynching entitled "A Red Record" which made it a national issue. Forwarded the anti-lynching crusade, using the news media and petitions to bring about legislative and social changes.
MARY McLEOD-BETHUNE 1875-1955	Drilled away at prejudices against Blacks; worked to provide educational facilities; organized the National Council of Negro Women; received international recognition in her lifetime. "There is no such thing as Negro education, only education." And, "Walk proudly in the light; faith ought not to be a puny thing. If we believe, we should believe like giants."
MARGARET SANGER 1879-1966	The founder of the Birth Control Movement. She fought against such odds, and won much, for so many women . . . There would be little information about methods to control reproduction without the dedicated efforts of Margaret Sanger.
ELIZABETH GURLEY-FLYNN 1890-1964	Socialist and union organizer, beginning at age 16; activist to improve the conditions in women's prisons, one of the founders of the American Civil Liberties Union prime organizer of women of the Lawrence Textile strike (of "Bread and Roses" fame).
SARAH BOONE 1892	Black inventor, patented the ironing board.

MARY FIELDS 1895	(Stagecoach Mary) - a Black woman who carried the U.S. mail via stagecoach in Montana.
AMELIA EARHART 1898-Lost-1937	Flew airplanes at a time few men did - proving that women as well as men have spirit to dare and do. "I want to do it because I want to do it. Women must try to do things as men have tried. When they fail, then failure must be but a challenge to others."
MARY LIVERMORE 1820-1905	Universalist minister, novelist, lecturer, journalist, and feminist. Co-editor (with Lucy Stone) of "Women's Journal" the paper of the American Women's National Party (the conservative branch of the movement-advocated working via a coalition of men and sought legal rights through gradual change).
HARRIET TUBMAN 1820-1913	Born a slave, she escaped, then helped 300 others escape by her route of the Underground Railroad. They called her "Moses" because she led her people out of bondage. Slave owners put a $40,000 reward on her head; dead or alive. She worked for the Union Army, in a hospital, and as a spy and scout. The first woman in American military history to plan and conduct an armed expedition against enemy forces.
CLARA BARTON 1821-1912	Gave medical aid on the battlefields during the Civil War. Organized the American Red Cross after the War.
ELIZABETH BLACKWELL 1821-1910	She wanted to be a doctor but 20 medical schools refused her admittance. She graduated from Geneva College at the head of her class, founded a hospital for women and children; later added a Medical College for women to become doctors and nurses (in 1858 - TWO years BEFORE Florence Nightingale founded her school for nurses in England to establish Nursing as a "profession."
FRANCES ELLEN WATKINS HARPER 1825-1911	First Black woman to publish a novel (Iola Leroy: THE SHADOWS LIFTED) in 1860. Abolitionist, active in the Underground Railroad; lecturer, leader and poet.
BELLA LOCKWOOD 1830-1917	Lawyer, suffragist, candidate for United States President in 1884 and 1888 (for the Equal Rights Party); legal counsel and legislative activist on behalf of Suffragists, Native Americans and Blacks.
LYDIA M. CHILD	Wrote the first American book to attack slavery, 1830.
ABIGAIL SCOTT DUNIWAY 1834-1915	Oregon Territory pioneer; worked 41 years as an ardent suffragist while financially supporting her semi-invalid husband and six children; a leader to win the vote for Washington women in 1910 and for Oregon women in 1912.

EDMONIA LEWIS	Pioneer Black sculptor; adopted from an orphanage and educated by abolitionists; worked mainly in marble, with many works of biblical or literary subjects.
MARY LEASE 1853-1933	"The Kansas Pythoness" - feminist and activist for agrarian reform; published THE PROBLEM OF CIVILIZATION SOLVED in 1895 which advocated woman's suffrage, prohibition evolution, and birth control.
CARRIE CHAPMAN-CATT 1859-1947	Dynamic, diplomatic leader, organizer and administrator. Built a national staff of dedicated professional organizers for the "Winning Plan" for Suffrage which included loyalty, cooperation, and a "red-hot", never-ceasing campaign.
CATHERINE GREENE	Invented the cotton gin, but, as a woman, could not take out a patent, so her boarder, Eli Whitney, obtained the patent for her invention.

INTERESTING EVENTS IN WOMEN'S HISTORY

Between 1947 and 1950, the number of male workers in the labor force increased by 25 percent, while the female work force increased 100 percent.

Girls were appointed as United States Senate pages for the first time in 1971.

Mother Ann Lee (1736 - 1784) founded the Shakers Society while living in Niskayuna, New York.

Helen Hamilton Gardner (1853 - 1925) was the first woman to serve on the U. S. Civil Service Commission.

Many female abolitionists later became leaders in the fight for women's rights when, because of their sex, they were denied admission to the World Anti-Slavery Convention held in London.

Founded in 1832, Oberlin College, Oberlin, Ohio was the first co-educational institution of higher education in America.

Anna Lee Wiley became the first woman jockey to ride on a recognized race track in 1941.

Harriet Quimby, America's first female aviator, made a successful flight over the English Channel on April 14, 1912.

The first annual nationwide Women's Strike for Equality drew 50,000 women marching down 5th Avenue in New York on August 25, 1970.

More than 11,000 women served in the Navy during World War I, and more than 230,000 women performed non-combat military duties during World War II.

The Nineteenth Amendment to the United States Constitution, giving women the right to vote, was finally ratified in 1920, following seventy years of activism and struggle by the suffragists.

In 1971, Billie Jean King became the first woman athlete to earn more than $100,000 which exceeded the earnings of the top American male tennis player of that year.

The first women's rights convention was held in Seneca Falls, New York in 1848 with 300 men and women in attendance.

Maria Tallchief was born in 1925. An American Indian prima ballerina, she has performed with the Ballet Russe, New York City Ballet and American Ballet Theatre.

Mary McCauley, known as "Molly Pitcher," when bringing water to the soldiers during combat in the Revolutionary War, saw her husband shot and took over his gun to continue the battle. She was commissioned as a sergeant on June 28, 1778.

Sandra Day O'Connor became the first woman appointed to the United States Supreme Court in 1981.

Emma Willard established the Troy Female Seminary in Troy, New York in 1821, at a time when girls were not admitted to public schools.

Maud Park (1871 - 1955) led a congressional lobbying effort for suffrage and was the first president of the League of Women Voters.

Gloria Steinhem and Brenda Fergen Fasteau founded the Women's Action Alliance in New York City, the first national center on women's issues in 1971.

In the early 1900s Madame C.J. Walker became one of the first Black women millionaires by selling Black hair products.

Azie Taylor Morton, the first Black United States treasurer, had her name printed on all denominations of paper currency.

Dr. Mary Walker, in 1866, became the first and only woman to win the Congressional Medal of Honor for services as a surgeon in the Union Army. After her medal was revoked in 1917 for insufficient evidence of her gallantry, the Army restored the honor in 1977.

France Elliott Davis was the first Black nurse accepted by the American Red Cross. She died in 1965.

The year 1972 saw the American Heritage publishers first dictionary define "sexism," include the phrase "liberated women," and recognize "Ms."

On the average, women earn 59 cents for every dollar earned by men; Black women earn 54 cents and Latin women earn 49 cents.

The fifty-one signers of the 1774 Edenton Proclamation were the first women to organize in protest of the excessive taxes levied by the British.

Helen Keller was the first blind, deaf and mute person to learn to speak.

Geraldine May became the first director of Women in the Air Force (WAF), 1948.

Mary Ann Evans, author of Silas Marner, wrote under the pen name of George Eliot.

Sociologist, Rose Humn Lee (1904 - 1964) initiated intensive sociological studies on the problems of Chinese-American women.

The first woman driver to race in the Indianapolis 500 was Janet Guthrie in 1976.

Jane Addams founded the first U.S. settlement house, and won the Nobel Peace Prize in 1931.

The use of the term "bloomers" was made famous by Amelia Bloomer, who advocated the more comfortable clothing in her newspaper, The Lily.

The year 1981, marked the 100th anniversary of Clara Barton's founding of the American Red Cross.

In 1917, Ana Rogae' established the League of Puerto Rican Women.

Rosa Menoka-Hill served as a physician for her people from 1917 to 1946. She was a Mohawk Indian.

According to the Bureau of Labor Statistics approximately 354,000 women work in skilled craft jobs as electricians, carpenters, machinists, truck drivers, etc.

Clara Noyes was a nurse, educator and founder of the first hospital school for midwives, New York City, 1910.

Activist Juliette Low founded the Girl Scouts of America in March 1912, when she organized the first group of Girl Guides in the United States.

From 1899 to 1924 Maggie Walker served as chief executive officer for a Black cooperative insurance company in Richmond, Virginia.

Nancy L. Kassebaum, from Kansas, is currently the only woman in the United States Senate.

In 1975, Elizabeth Seton became the first American-born Roman Catholic saint.

During the year 1978, Fay Wattleton was the first Black woman to be elected President of Planned Parenthood.

Rosetta Hall served as a Korean missionary from 1890 to 1933. She helped to found the Women's Medical (training) Institute in Seoul.

On July 23, 1868 Congress ratified the 14th Amendment, granting citizenship to Blacks. (men)

In 1869, the Daughters of St. Crispin - the first national organization of working women - was formed.

Knights of Labor were the first large union organizations to allow and encourage admission of women workers and to demand equal pay for equal work.

The first woman organizer for the American Federation of Labor was Mary Kenny O'Sullivan.

Women's Christian Temperance Union was formed in 1874. Why did women organize around "Temperance?" Married women had no legal protection from the abuses of a drunken husband. Many felt that the liquor traffic was an enemy of reform and a foundation of corruption. It was politically easier for women to organize with a "title" of "temperance" and "home" - then learn and expand their ideas and lives, learn to speak in public, etc. Frances Willard (founder) had "Home Protection" activities which included: kindergartens, physical health and hygiene, women's suffrage, welfare work in prisons, programs for Indians, Blacks and immigrants, school savings banks, a police matron program ...

DEVELOPING WOMEN IN HISTORY LESSON PLANS

PURPOSE: To have participants develop a lesson on Women in History

GROUP SIZE: 10 to 30 people

TIME REQUIRED: 70 minutes

MATERIALS: Sample Lesson plans (Handouts #9-A through #9-L)
Handout #10

NOTE TO TRAINER:

a. Trainer needs to run off only one copy of each handout.

b. Participants use Handout #10 to write their lesson plans on and turn into the Trainer.

ROOM ARRANGEMENT: Participants working in groups by grade levels, subject areas, and/or interest levels.

PROCEDURE:

1. Trainer has participants group together in threes or fours by grade levels, subject areas or interest groups.

2. Trainer explains that in a few moments one member from each group will come up to examine sample lessons and other materials designed to be used with students in a classroom situation. If the member from the group chooses a sample lesson, then the group must do one of the following:

   a. Adapt the lesson so it can be used by a different grade level; or

   b. Design a follow-up lesson to the one they have chosen; or

   c. Design an introductory lesson to the one they have chosen.

   Some of the lesson plans are partially completed. Once the group designs an activity, it then completes the lesson plan.

   If the group member chooses the play or an autobiography, then the group must develop a lesson plan to go with that particular material.

3. Trainer instructs the participants to write the new lessons clearly on the supplied format sheet (Handout #10). Each group should be given two format sheets...one for a working copy, and one to turn in to be copied. The plans will be duplicated and left in a central location at the school as a resource for anyone interested. Trainer distributes Handout #10.

4. Trainer then allows time for one person from each group to come to the table and choose a sample lesson plan.

5. Trainer asks if there are any questions and allows participants 20 minutes to develop a new lesson.

6. At the end of 20 minutes, Trainer has one person from each group briefly summarize the lesson plan they have been given and the lesson they have developed.

7. Trainer asks for a volunteer to copy two sets each of the lesson plans, one to remain at the school.

   NOTE TO TRAINER: If this session is being held at a site in the Anchorage School District, collect a set of the newly created lessons and send to:

   Anita Robinson
   Community Relations Department
   Administration Building

   If this session is being held at a site other than the Anchorage School District, send a set of the newly created lesson plans to:

   Sex Equity Coordinator
   Department of Education
   P.O. Box F
   Juneau, AK 99811-0500

   If funds permit, the lessons will be compiled into a resource guide and distributed to school districts throughout the state.

SEX EQUITY LESSON PLAN

DEVELOPED BY: Karen Carlisle

LOCATION: Anchorage Women's Bookstore

GRADE LEVEL OR TARGET GROUP: Grades 3 - 6

TOPIC: Oral History: Who Are Our Grandmothers?

MATERIALS: Alaska Oral History Resource Kit - Kits are available on loan from the Alaska Department of Education, Alaska State Librarians Association, Alaska State Reading Association, Alaska Council of Teachers of English and Alaska Council for the Social Studies.

EXPECTED OUTCOMES:

PROCEDURE:

1. Brainstorm a list of questions with your class that they would like to ask an aunt, their mother, or a woman that helped raise them.
2. After the students state their questions, organize the list into topics.
3. Rehearse as a group how to conduct an interview and record answers. Have the students role play interviewing techniques in pairs.
4. Have each student interview an aunt, mother or grandmother.
5. Have each student write a report on the woman they interviewed.
6. Use the reports to discuss the similarities and differences of the women's experiences.

SEX EQUITY LESSON PLAN

DEVELOPED BY: National Women's History Project

SCHOOL:

GRADE LEVEL OR TARGET GROUP: Elementary

TOPIC: American Revolution

MATERIALS:

EXPECTED OUTCOMES:

PROCEDURE:

1. Ask students to draw a picture or write a short story about colonial women in the revolutionary war period.
   a. What did the women do?
   b. Live in towns?
   c. Run family farms?
   d. Raise children?
   e. Fight in battles?
   f. Etc.

SEX EQUITY LESSON PLAN

DEVELOPED BY: National Women's History Project

SCHOOL:

GRADE LEVEL OR TARGET GROUP: Elementary

TOPIC: Journals

MATERIALS:

EXPECTED OUTCOMES:

PROCEDURE: Write journal entries of an imaginary trip West as a young woman, illustrated with drawings and a map. Include answers to the following questions in your entries:

a. Where had you been living?

b. Why did you decide to move West?

c. With whom did you travel?

d. What did you see?

e. Were you excited?

f. Were you afraid?

g. What problems did you overcome on your journey?

SEX EQUITY LESSON PLAN

DEVELOPED BY: Non-Sexist Curricular Materials for Elementary School
Clearing House on Women's Studies

SCHOOL:

GRADE LEVEL OR
TARGET GROUP: Grades 4 - 6

TOPIC: Trial of Susan B. Anthony and Elizabeth Cady Stanton

MATERIALS: Script for Play (attached)

EXPECTED OUTCOMES:

PROCEDURE:

Account of the Proceedings on the Trial of Susan B. Anthony on the Charge of Illegal Voting at the Presidential Election in November 1872

MISS ANTHONY -- Yes, your Honor, I have many things to say; for in your ordered verdict of guilty, you have trampled under foot every vital principle of our government. My natural rights, my civil rights, my political rights, my judicial rights, are all alike ignored. Robbed of the fundamental privilege of citizenship, I am degraded from the status of a citizen to that of a subject; and not only myself individually, but all of my sex, are, by your Honor's verdict, doomed to political subjection under this, so-called, republican form of government.

JUDGE HUNT -- The Court cannot listen to a rehearsal of arguments the prisoner's counsel has already consumed three hours on presenting.

MISS ANTHONY -- Your denial of my citizen's right to vote, is the denial of my right of consent as one of the governed, the denial of my right of representation as one of the taxed, the denial of my right to a trial by a jury of my peers as an offender against law, therefore, the denial of my sacred rights to life, liberty, property and --

JUDGE HUNT -- The Court cannot allow the prisoner to go on.

MISS ANTHONY -- All of my prosecutors ... not one is my peer; ... had your Honor submitted my case to the jury, as was clearly your duty* ... not one of those men was my peer; but, native or foreign born, white or Black, rich or poor, educated or ignorant, awake or asleep, sober or drunk, each and every man of them was my political superior; hence, in no sense, my peer. ... Precisely as no disfranchised person is entitled to sit upon a jury, and no woman is entitled to the franchise, so, none but a regularly admitted lawyer is allowed to practice in the courts, and no woman can gain admission to the bar - hence, jury, judge, counsel, must all be of the superior class.

JUDGE HUNT -- The Court must insist--the prisoner has been tried according to the established forms of law.

MISS ANTHONY -- Yes, your honor, but by forms of law all made by men, interpreted by men, administered by men, in favor of men, and against women; and hence, your honor's ordered verdict of guilty, against a United States citizen for the exercise of that "citizen's right to vote," simply because that citizen was a woman and not a man. But, yesterday, the same man-made forms of law, declared it a crime punishable with $1,000 fine and six months' imprisonment, for you, or me, or any of us, to give a cup of cold water, a crust of bread, or a night's shelter to a panting fugitive as he was tracking his way to Canada. And every man or woman in whose veins coursed a drop of human sympathy violated that wicked law, reckless of consequences, and was justified in so doing. As then, the slaves who got their freedom must take it over, or under, or through the unjust forms of law, precisely so, now, must women, to get their right to a voice in this government, take it; and I have taken mine, and mean to take it at every possible opportunity.

*The judge instructed the jury to return a verdict of guilty.

SUSAN B. ANTHONY and ELIZABETH CADY STANTON

How have things changed?

In the days before the Civil War, when Susan B. Anthony and Elizabeth Cady Stanton were children, little girls of their class were raised like hothouse geraniums. They should be shy and retiring, spend large amounts of time practicing stitchery, and vigorous physical exercise was not only unlady - like, it was impossible. Their everyday dress included a stiff corset, drawers, petticoats, a high-necked dress with long sleeves, a tight bodice and a full, long skirt!

Although there are no pictures of Susan B. Anthony riding a bicycle with her skirts flying, she was not one to let fifteen pounds of petticoats interfere. Susan grew up in a Quaker abolitionist family where social issues were much discussed. She must have developed a sense of injustice at a very early age. Her family recalled little Susan insisting that her mother keep the rent money rather than hand it over to her father. Had she not done all the work for which the rent was paid? She was also unhappy to learn from her mother's experience that when a woman married, her inherited property was put under the control of her husband. Did women have no rights? Susan loved her father, but she thought the laws that denied a married woman the right to the money she earned and the property she inherited were unjust.

At the age of 17 Susan went to work as a teacher. She expected to be paid $20 a month, but was offered $2.50 a week. That salary was exactly half of the salary paid the previous teacher. He had been a man. True then, and true today, women were not getting equal pay for equal work. Although most of Susan's early reform energies went into anti-slavery and temperance work, it did not take Elizabeth Stanton long to convert Susan to the cause of women's rights. She had been active in female temperance and anti-slavery societies because women were not allowed by the men to participate in their own organizations. Susan remembered a Teacher's Convention she attended where, although two-thirds of the members were women, teaching being a profession open to women, only men were allowed to address the convention. This was a common experience for women with a public life.

Elizabeth's father was a judge, and she grew up amidst sisters in a wealthy home in upstate New York. Her only brother died at a young age, and nothing any of the girls did could ever make up to their father for the fact that he had no son. "I tried to comfort him by telling him I had joined a class of boys at the Academy to study Latin, mathematics and Greek. I jumped across all the ditches and fences, and longed to hear my father say, "Well, a girl is as good as a boy, after all. But he never did." Elizabeth developed a keen resentment of the inferiority attached to being a girl.

Elizabeth married Henry Stanton, an ardent abolitionist, and honeymooning in Europe, they attended the World Anti-Slavery Convention being held in London. Elizabeth and Lucretia Mott, founder of the Philadelphia Female Anti- Slavery Society and delegate to the Convention, were forced to sit in the galleries and prohibited from participating in any of the proceedings. That society at large frowned upon women participating in political activities was one thing; that the leading male radicals, those most concerned with social inequalities, should discriminate against women was quite another.

Refusing to keep to their "proper sphere," the home, Lucretia and Elizabeth determined it was time to hold a convention of their own.

On July 19, 1848, the first Women's Rights Convention was held in Seneca Falls, New York. It was attended by over 300 men and women who came from miles around. Lucretia's husband opened the meeting, but no man was allowed the platform after he had finished. Elizabeth read the Declaration of Rights she had written. "We hold these truths to be self-evident: That all men and women are created equal....." The most controversial of all the resolutions, the right to vote, almost failed to be adopted. With the vigorous supporting speech of the great Black leader, Frederick Douglass, Elizabeth was able to secure enough votes to pass it. For most of the women at Seneca Falls, the vote seemed a remote concept, and not nearly as pressing as most of their demands: Equal rights to a free education, equal pay for equal work, freedom to enter all fields of endeavor, the right to own property and be guardians of their own children, the right to speak whenever and wherever they chose.

It was shortly after this that Susan B. Anthony and Elizabeth Cady Stanton met. They took an instant liking to each other. Of very different talents these two women worked together for over 50 years. To Elizabeth writing came naturally. Susan, on the other hand, was a worker and organizer. Unmarried and free from domestic responsibility, Susan could provide the drive and energy both women needed if they were to accomplish their goal. Susan was included in the Stanton family life, which freed her from loneliness and her friend for work. And so it was Elizabeth who wrote the speeches, developing the rhetoric and philosophical arguments for the movement, and it was Susan who provided the facts and the statistics and traveled around the country delivering the speeches and doing the organizing. She traveled everywhere in all kinds of weather. On the most severe days of winter, with the temperature well below zero, the snowdrifts high, she would be out speaking, collecting signatures on a petition, urging change of one state law or another. She became so well known that the girls who were tomboys were called "Susan B's." And when, after her death, the constitution was amended to give women the vote, the 19th Amendment was called the "Anthony Amendment."

Nonsexist Curricular Materials for Elementary Schools, Clearinghouse on Women's Studies. The Feminist Press, Old Westbury, NY, 19568, 1974.

Study Questions:

1. With which of the women's rights were the women attending the Seneca Falls Convention most concerned?

2. Susan B. Anthony and many of the women who had been abolitionists saw a similarity between the slavery they had been fighting against and the situation of women. Can you name some of the similarities? What were the differences?

3. When Elizabeth Cady Stanton and Frederick Douglass pushed the suffrage resolution (suffrage means the right to vote), many women opposed the idea. See if you can give some of the arguments Stanton and Douglass might have used to convince them that the vote was important.

SEX EQUITY LESSON PLAN

DEVELOPED BY: National Women's History Project

SCHOOL:

GRADE LEVEL OR TARGET GROUP: Elementary

TOPIC: Biography: Harriet Tubman

MATERIALS: Harriet Tubman Handout

EXPECTED OUTCOMES:

PROCEDURE:

HARRIET TUBMAN

(c. 1820 - March 10, 1913)

by Molly MacGregor

What do you feel like when you are very afraid? Can you hear your heart beat faster? Do you feel shaky? Do you want to cry? This story is about a woman who had many good reasons to be afraid. She risked her own life many, many times to rescue other people. Her name was Harriet Tubman.

Do you remember from the story about Sojourner Truth how difficult life was for slaves? They had no rights and were treated very badly. Harriet Tubman was also a slave. She was not freed by law like Sojourner Truth. Instead, she had to escape. This is the story about how she got to be free.

Harriet grew up with her brothers and sisters and mother and father. When she was only five years old, she was hired out to a white lady,
1 Miss Susan. She had to take care of Miss Susan's baby, as well as doing the sweeping and dusting. Sometimes she would get so tired from her work that she would fall asleep while rocking the baby. Miss Susan would wake her up and beat her with a whip.

One time, she was so hungry that she stole a lump of sugar from a bowl. Miss Susan got very angry and Harriet ran out of the house in fright. The only place she could find to hide was in the pig sty. Harriet knew she couldn't stay there, so she went back to Miss Susan. This time she was whipped so hard that she had the scars for the rest of her life.

After that day, Harriet was sent outside to work in the cotton fields.
2 She heard the older slaves talking about slaves running away. There were rumors that they had escaped to a place where they would be free. She wanted to believe these stories, but they just seemed too good to be true. How could slaves escape when they were chased by hunting dogs and horses? Where could they hide? What chance would they have with everyone against them? Nevertheless, Harriet always dreamed of running away, too.

One night a slave was trying to escape. Harriet saw the owner

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chasing him. She stood right in the way of the owner. He grabbed something heavy and threw it very hard. It hit Harriet on her forehead. She was unconscious for days. She had a high fever. She almost died. Because of that injury, Harriet began to suffer from something called sleeping spells. She never knew when she might just fall asleep, no matter where she was or what she was doing. This happened to her all the rest of her life.

Harriet's dream of escaping slavery was not changed by this disability. She continued to listen to stories of runaway slaves and hoped that they were true. She waited for the day when her escape would be possible. Finally, she couldn't wait any longer. Her slave owner died and it was certain that she would be sold away from her family.

She learned that some white people were helping runaway slaves escape. A woman who lived close by had a "safe house". If Harriet could just get to this house, she could hide until it was safe to travel. Harriet knew what she must do. She sneaked out as soon as it was dark. It was the beginning of a dangerous journey, but it would be her journey to freedom.

3 When she got to the "safe house," the woman quickly hid her in a secret place built under the floor. Moments later, they could hear the sound of dogs barking and men yelling! There was a thunderous knock at the door. Harriet stayed very still in her hiding place. The woman went upstairs to the door. She pretended that she had been asleep. She convinced the men that she had not seen anyone who might be a runaway slave. They believed her and went somewhere else to look for Harriet. Imagine how scary that must have been!

The next morning, Harriet left the safe house and continued on her journey toward freedom. She discovered that there were a number of other "safe houses" along the way. The people who lived in these houses were also putting themselves in danger. They believed slavery was very wrong. They would help Harriet by giving her food and clothing. Often they would help her disguise herself as a man or as a very old woman.

4 She traveled for many days and nights. Often, she would have to walk most of the night and then hide behind trees or in ditches when it

was daylight. Sometimes, someone would hide her in a wagon and cover her with blankets or hay, so that she would not be discovered.

Finally, she reached a place where she was safe. Slavery was against the law there. She was free! She was no longer a slave! The slave owners could not hurt Harriet Tubman anymore.

Immediately, she thought about her family. Her mother and father and sisters and brothers were still trapped in slavery. She knew she needed to go back. She would show them that it was possible to escape. She wanted to help them be free, too.

5 Harriet made extremely dangerous trips to help her family and other slaves escape. She was very clever. She would cross each river many times so the dogs could not follow her trail. She led many people to freedom. The slave holders were so angry that they promised to pay
6 thousands of dollars just to have her captured.

Harriet was brave and determined. Even though she knew she might have a sleeping spell at any time, she continued going back to lead more slaves to their freedom. She returned many, many times, rescuing hundreds of people from slavery. Not one person who escaped with her
7 was ever harmed. She became known as a brave and wonderful woman. Many people considered Harriet Tubman a great hero. What do you think?

HARRIET TUBMAN

Harriet Tubman (c. 1820 - March 10, 1913), an escaped slave who risked her own life many times to help other slaves find freedom. She devoted her courageous life to human rights and justice.

BIOGRAPHY

Prepare the name plates and figures for use on a flannel board or other display board. Before beginning the story, place the "Harriet Tubman" name plate on the board and have the children practice saying her name. While reading the biography to the children, place the appropriate figures on the board at the underlined points in the story, matching the number in the left margin with the number on the figure.

Recall Questions:

1. Why was Harriet sent to work in the fields?

2. How was Harriet seriously hurt?

3. How did Harriet escape slavery?

Discussion Questions:

1. Once Harriet was free, why did she go back to a place where she was in great danger?

2. When people have a disability is it harder for them to be brave? Ask the students if they think it would be harder for them and why.

ACTIVITIES

1. Have the students retell the story in their own words. While the children are talking, place the appropriate figures on the flannel board.

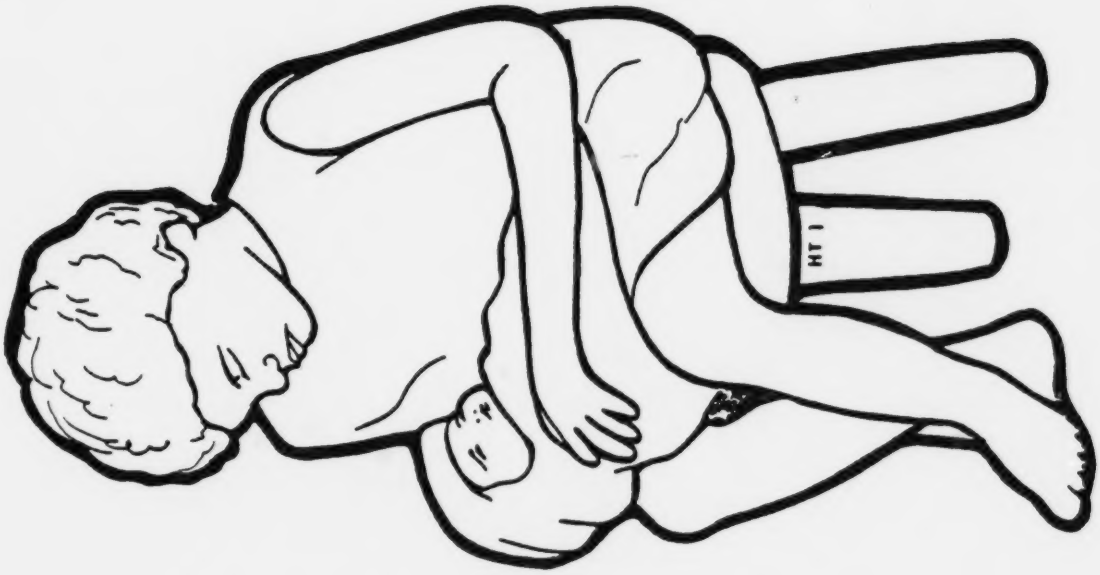
2.Reproduce the flannel board figure of Harriet Tubman as an adult for each child to color. The children's colored pictures can be made into a mural to which the vocabulary words can be added later.

3. Write the words "FREEDOM," "SLAVERY," "SAFE HOUSE," "DANGER," AND "RIVER" on big sheets of paper in big block letters. Have groups of 5-7 children color in the letters to get ready for the Underground Railroad Game. Tell the students what each word means. Tell them about the Underground Railroad, the network of safe houses and anti-slavery workers which assisted escaping slaves in their journey to free states in the north. Explain how dangerous it was to try to escape slavery or to help anyone escape.

4. Have children play the Underground Railroad Game. First, crumple up old newspaper to simulate the noisy dry leaves and twigs which were on the path to FREEDOM. Anything stepped on could make a noise and endanger the escaping slaves. Choose one child to be Harriet Tubman and 5 others for her to lead to freedom. Post the word signs which were made previously at different places throughout the room. Move chairs and tables to make a zigzag path and scatter the newspaper on or near the path. Dim the lights and close the curtains. (Harriet travelled most safely at night.) Have the remaining children stand near the wall with their backs to the room. Harriet now tries to lead her five followers to freedom. If they make any noise that the children near the door can hear "in the dark of night" the six have to go back to slavery. Give each child an opportunity to play an active role.

When everyone has had a chance to participate, gather the children together and have them talk about how they felt when they played the game. Were they afraid? How do they think Harriet Tubman had felt? How do they think the slaves that followed her had felt?

Harriet Tubman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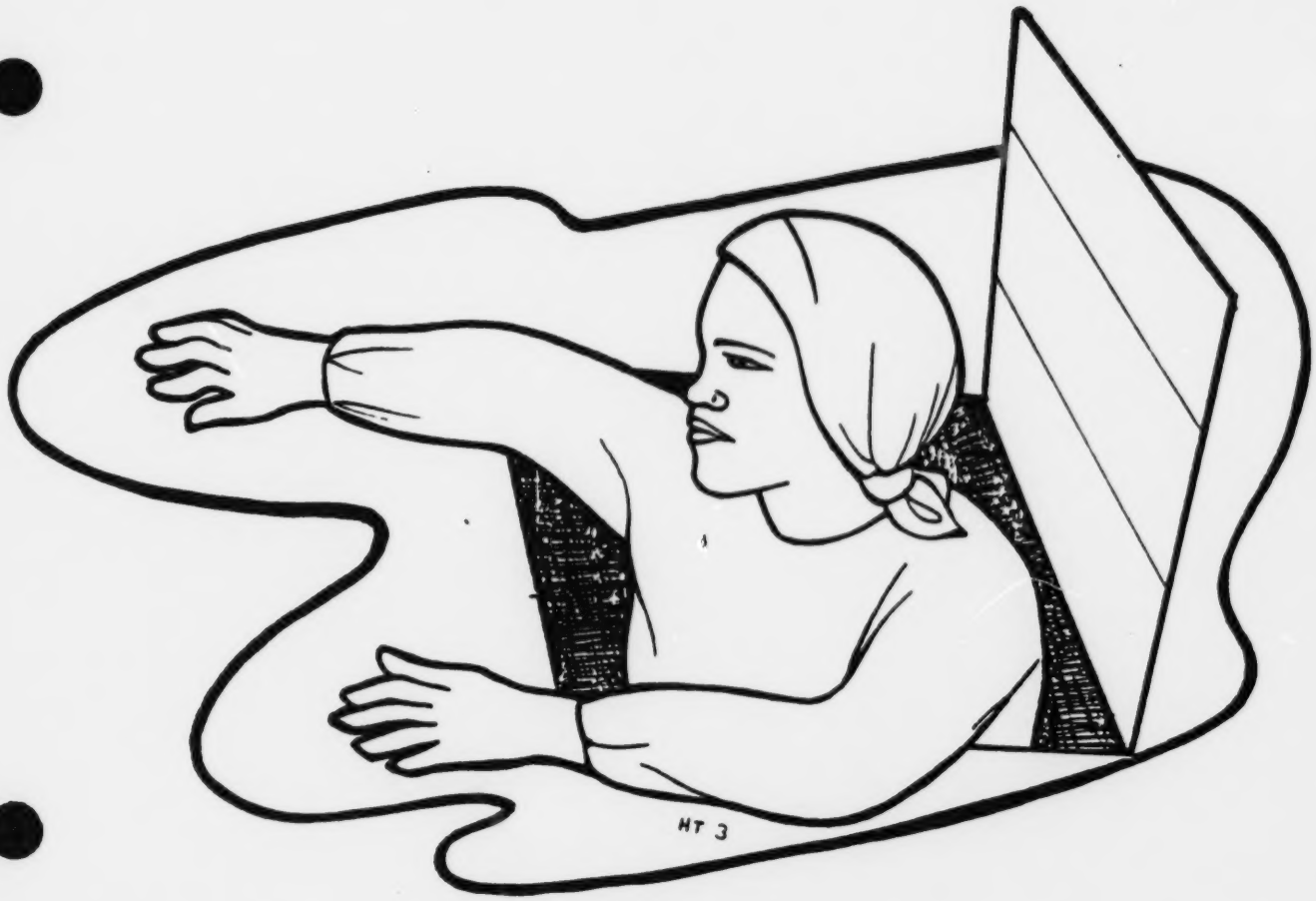

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MYSELF AND WOMEN HEROES IN MY WORLD: KINDERGARTEN

HARRIET TUBMAN

SEX EQUITY LESSON PLAN

DEVELOPED BY: National Women's History Project

SCHOOL:

GRADE LEVEL OR TARGET GROUP: Elementary

TOPIC: Biography: Annie Wauneka

MATERIALS: Annie Wauneka Handout

EXPECTED OUTCOMES:

PROCEDURE:

ANNIE WAUNEKA

(April 10, 1910 -)

by Molly MacGregor and Kathleen Smith

Are you ever afraid to try new things? How do you feel when you want to do something really different for the first time? Do your friends help you learn to do new things? This story is about a woman who helped her friends. She helped an entire nation of people. Her name is Annie Wauneka.

Annie is a Native American woman. She is a member of the Navajo Nation. Annie's father was one of the leaders of the Navajos. He was part of the Tribal Council which governs the reservation. As Annie traveled with him, he taught her all about Navajo traditions and about their very, very long and important history. She listened closely to their many Navajo friends and relatives when they talked about their lives. She was proud to be a young Navajo.

Her father felt that education was very important. He wanted Annie to learn all that she could. To go to school, Annie had to travel far away from home. It was too far to go home every evening. Annie lived there for months at a time, even when she was young like you.

One year, when Annie was away at school, a terrible flu epidemic started. She saw how sickness could kill people. Annie tried to help her friends. She fed the children who were too weak to feed themselves. Many of the children died. Can you imagine how Annie felt? Wouldn't you have been scared? It was a terrible memory that she never forgot.

Annie had been a good student at school. She was always learning. When she finished school, she came home. She married a Navajo man she had known from school. After their marriage, she continued to travel throughout the reservation helping and learning from her neighbors.

Her people liked her very much. They respected her as a leader. They chose Annie to be the first woman on the Navajo Tribal Council. Annie's special job on the Council was to take care of the people's health. She remembered the suffering caused by the terrible flu epidemic at her school when she was a child.

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She was concerned about the health problems of some of her neighbors. The Navajos have had many health problems since they have lived on the reservation. Many Navajos were sick with a strange and terrible disease. Many were dying. Annie was sure that by working together with her neighbors they could find the answers to these problems.

The Navajo doctors, called medicine men, were not able to help people with this disease. Remembering her father's words about learning all she could, Annie went to the white people's hospital to see what they knew about this disease.

She learned that the disease was found throughout the world. Thousands of people in many different countries had also died from it. The disease was called Tuberculosis, or T.B.

In the Navajo tradition, the medicine men go to sick people in their own homes to help them. The white doctors wanted sick people to come to them. Then, the sick people were sent to a hospital to keep the disease away from their families.

The Navajos feared the hospital. It seemed like such an unfriendly place. Annie wanted her people to try this new cure. She knew the Navajos wouldn't want to go to the white doctors. What could she do?

She decided to talk with the medicine men of her tribe. She explained to them that the disease was not a Navajo disease. She asked them to talk with the white doctors about what to do.

The medicine men are respected leaders of the Navajo people. Once they began working with the doctors at the hospital, the Navajo people were more willing to go to the hospital for treatment. Annie would visit patients there every day to help comfort them in their unfamiliar hospital rooms. She visited their families at home to teach them about TB and how they could stay safe and healthy. Many people were cured. Many others were helped.

Today, Annie Wauneka still lives on the Navajo reservation. She is busy every day, working with other Navajos on health and education projects in both traditional and new ways.

ANNIE WAUNEKA

Annie Wauneka (April 10, 1910 -) is a member of the Navajo Tribal Council. Her work as a health care organizer has saved many lives.

LISTENING QUESTIONS

1. Did Annie Wauneka go to a school in her own neighborhood? Did she come home every afternoon? Why not?

2. What caused the disease that killed so many of the Navajo people?

SUGGESTED ACTIVITIES

Discussion questions

1. What was Annie Wauneka's special job on the Tribal Council? Why did she want this job?

2. Why didn't Navajo people want to go to white doctors? Who did Annie work with to try to change these ideas? Why did the Navajo trust her? What did she do to help the sick people in the hospital?

Activity

As the result of wars with colonists and the US government in the Southwest, the Navajos lost most of their land. This happened to Native Americans coast-to-coast. They were forced to relocate on designated "reservations". Often this land was of little or marginal value to anyone. Discuss this situation with your class, and demonstrate this encroachment by the following activity:

a. Designate the hall outside your classroom as the Atlantic Ocean. Describe how difficult the crossing trip was for early colonists. Designate the classroom as continental North America, "the new land"

b. Go outside with ten students and re-enter the classroom, having just completed a long, long ocean crossing. Communicate by pantomime as your languages are different, asking for a place to live and land for growing food.

c. Ask the students still in the room, representing Native Americans, to give your group the land you need. Draw a line, imaginary or with chalk, around the area given to the new settlers.

d. Who's that at the door? More settlers? Repeat the process over and over until the students' native people either have little land left or rebel actively.

e. What? Another boat?!

f. Discuss what solutions might have been worked out. Compare this to the actions which resulted in the deaths of millions of native people and many settlers, and the establishment of "reservations".

BEST COPY AVAILABLE

Name _____

Annie Wauneka

1910 -

— An advocate for Navajo health —

Name _____

KEY WORDS

Choose the right word to finish these sentences. Write it in the blank space.

Native American **health** **Navajo** **traditions**
doctor **reservation** **medicine men**

Annie Wauneka is a _____ _____ woman.

Annie and her family belong to the _____ nation.

Her father taught her Navajo stories and _____ .

Navajo doctors are called _____ _____ .

Annie was concerned about people's _____ .

Annie Waunkea lives on the Navajo _____ .

WORD SEARCH

All of the words above are in this puzzle. Can you find them all? They might go across or down.

G	D	O	C	T	O	R	B	X	S	T
C	Z	L	I	A	A	T	J	H	U	R
A	C	N	W	G	B	N	D	E	K	A
R	E	A	M	E	R	I	C	A	N	D
L	O	T	E	R	M	H	K	L	A	I
G	O	I	N	M	Q	Y	P	T	V	T
Z	F	V	Q	S	V	N	S	H	A	I
C	M	E	D	I	C	I	N	E	J	O
R	E	S	E	R	V	A	T	I	O	N
F	A	C	N	W	E	R	G	C	D	S

SEX EQUITY LESSON PLAN

DEVELOPED BY: National Women's History Project

SCHOOL:

GRADE LEVEL OR TARGET GROUP: Elementary

TOPIC: Biography: Amelia Earhart

MATERIALS: Amelia Earhart Handout

EXPECTED OUTCOMES:

PROCEDURE:

AMELIA EARHART

(July 24, 1898 - July 1, 1937)

by Mary Ruthsdotter

Do you like to have fun? What do you like to do when you play? Do you like to play noisy games outside or go exploring in your neighborhood? Amelia Earhart did and she grew up to be a daring adventurer. Just listen to the things she did!

Almost 100 years ago, when Amelia Earhart was born, most people thought that little girls should be quiet and polite. Little boys were allowed to be noisy while they were playing and exploring. Amelia's mother thought that girls should grow up to be strong and healthy too.

1. She let Amelia and her sister Muriel play outside and make lots of noise. They had a wonderful childhood doing just that.

Amelia and Muriel made up a lot of interesting games together and thought up all kinds of things to do. They tied their dog to their doll carriage and pretended that it was a stagecoach. They played basketball, using a peach basket nailed to their house for the hoop. They played noisy games of baseball with their parents.

2 Once Amelia and Muriel built a roller coaster in their backyard! How do you suppose they did that? They used old boards, nails and roller skate wheels. The ride was short, but it was fast and thrilling! Amelia liked the speed and the excitement very much.

On Amelia's 9th birthday, something terrific happened. At the Iowa
3 State Fair she saw an airplane for the first time. Back in 1907, airplanes were very rare. Amelia couldn't imagine anything more delightful. She did not understand how the plane flew, but there was one thing she did know: she wanted to fly!

When Amelia finished school, she became a nurse's aide. One day when she wasn't working, Amelia went to an airport with a friend of hers. It had been ten years since she had first seen that airplane at the state fair. Now planes could fly much faster. The pilots could do all kinds of thrilling tricks with them. Amelia knew that she had to learn

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how to fly, too!

To pay for flying lessons, she worked for the phone company. She
4 learned everything she could about airplanes: how to fix their engines, how to fly in good or bad weather, and how to find her way in the dark. As the years passed, Amelia became famous for flying higher and faster
5 than any other women alive. Her picture was often in the newspapers because she was such a good pilot. Other women and men saw how much she liked to fly and decided to try flying, too.

Amelia's dream was to fly all the way around the world—a 24,000 mile trip! This would be farther than anyone else had ever flown before. On June 1, 1937, she took off to Florida. That must have been a very exciting day for her, don't you think?

6 Amelia's trip went smoothly for one month. She flew across the Atlantic Ocean first, then over land to the Pacific Ocean. On July 1, Amelia and her navigator disappeared over the huge Pacific Ocean. Ships and search planes looked for them for weeks, but they couldn't find a trace of Amelia or her plane. Even today, people still do not really know what happened!

Amelia Earhart was never seen again. What happened to her is a mystery. People certainly haven't forgotten about her, though. She was a brave woman and a real adventurer.

AMELIA EARHART

Amelia Earhart (July 24, 1898 - July 1, 1937), an early pioneer of aviation, she dared to fly higher and faster than any other woman alive.

BIOGRAPHY

Prepare the name plates and figures for use on a flannel board or other display board. Before reading the story, place the "Amelia Earhart" name plate on the board and have the children practice saying her name. While reading the story, place the appropriate figures on the board at the underlined points in the story, matching the number in the left margin with the number on the figure.

Recall Questions:

What were some of the games Amelia and her sisters liked to play?

2. When did Amelia see her first airplane?

3. What did Amelia want to do when she grew up?

Discussion Questions:

1. Ask student why they think Amelia Earhart was so adventurous?

2. Ask students if they think that she was brave? Why?

3. Ask students if they ever wanted to do something that nobody else has done before. Discuss their responses.

ACTIVITIES

1. Have your students retell the story in their own words. While the children are talking, place the appropriate figures on the flannel board.

2. Reproduce the flannel board figure of Amelia Earhart as an adult for each child to color. The children's completed pictures can be added to the bulletin board display. Vocabulary words can also be added later.

3. Children can share their own airplane experiences or dreams while they design and make their own planes. Provide small wood scraps and glue to use in creating these airplanes, and poster paints for decorating them. As a display, hang the airplanes from strings in a corner of the room with big white cotton or paper clouds on a blue paper sky background.

4. Print vocabulary words from the story on 5 x 7 cards. Introduce these words to the class and encourage the children to tell what the words mean, if they know. If not, define each word and let the children talk about it, making sentences which use the word. Staple these cards to the blue sky background with the wooden airplanes. Vocabulary words: "FLY", "BRAVE", "FAMOUS", "SKY", and "AIRPLANE".

5. Ask the children to talk about women they know of who are pilots. Ask the students about women astronauts like Sally Ride, Kathleen Sullivan, Anna Fisher. Would Amelia Earhart have wanted to be an astronaut? Why? Would they like to become pilots or astronauts themselves?

6. **Music Activity:** "Amelia Earhart Song", by Mary Dyer
(Sung to the tune of "I'm a Little Teapot")

I'm a little airplane.
See me fly
Up in the air
High in the sky!

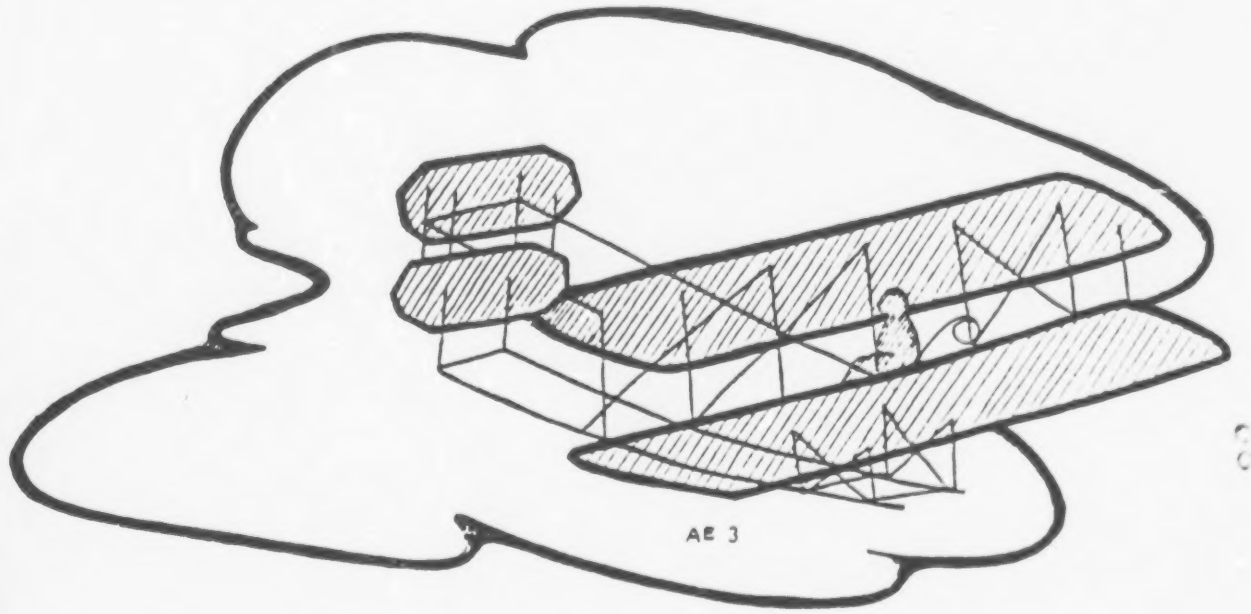
When I am up here
I feel just like a bird!
Amelia Earhart gave me the word!

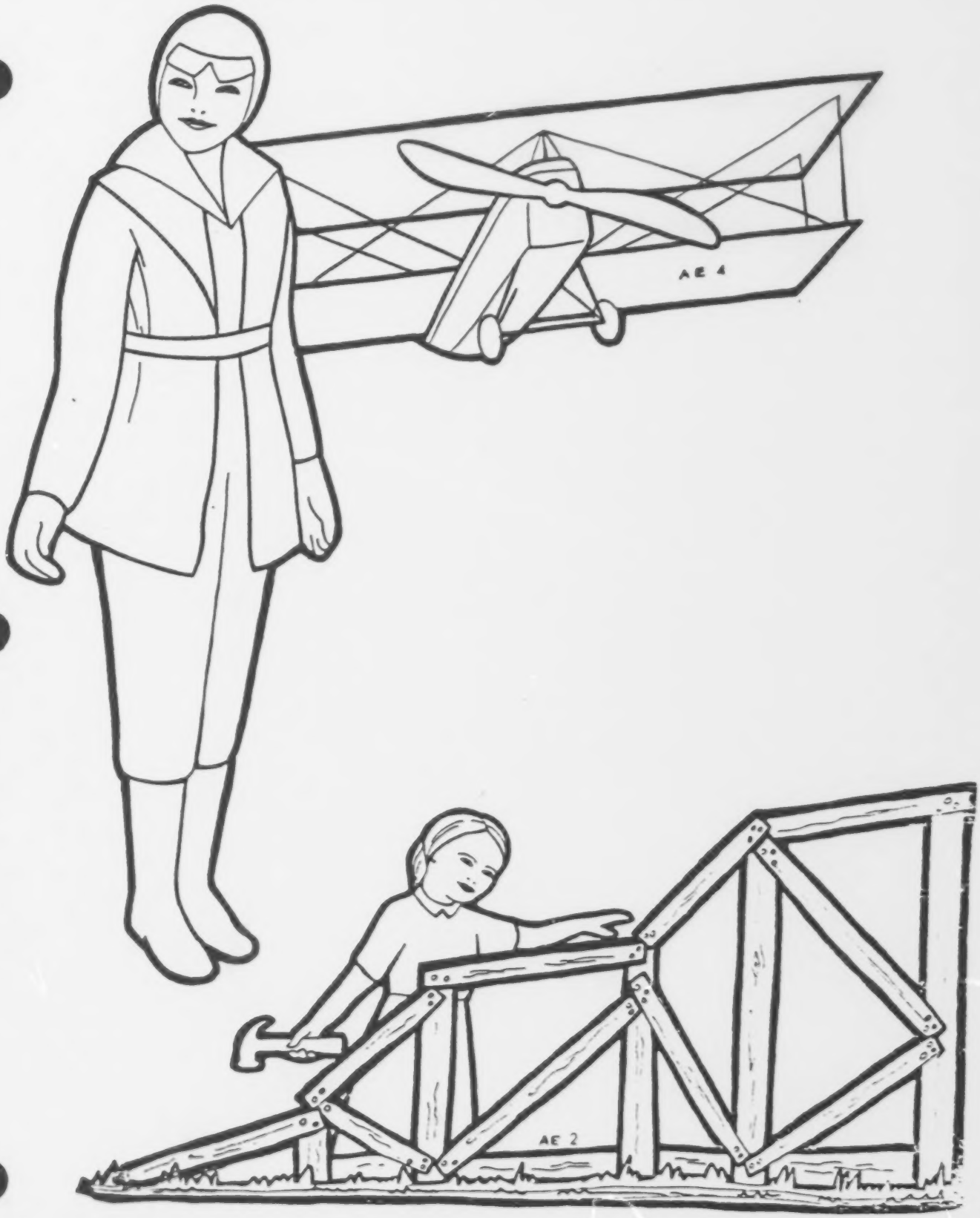
(Have the students cup their hands around their mouth and shout the last sentence.)

Amelia

Earhart

AE 1


AE 3



MYSELF AND WOMEN HEROES IN MY WORLD KINDERGARTEN

AMELIA EARHART

MYSELF AND WOMEN HEROES IN MY WORLD KINDERGARTEN

AMELIA EARHART

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SEX EQUITY LESSON PLAN

DEVELOPED BY: National Women's History Project

SCHOOL:

GRADE LEVEL OR TARGET GROUP: Elementary

TOPIC: Biography: Shirley Chisholm

MATERIALS: Shirley Chisholm Handout

EXPECTED OUTCOMES:

PROCEDURE:

SHIRLEY CHISHOLM

(November 30, 1924 -)

by Dorothy L. Bristol

Have you ever been told to stop fighting? This is the story of a little girl who grew up to be a fighter. She didn't fight by hitting people. She fought by helping them. This little girl was poor. She was Black and very small in size. She had trouble speaking. When this litle girl grew up, she worked very hard to help people live better. For this reason, she is called a fighter.

The little girl's name is Shirley Chisholm. She was born in 1924 in Brooklyn, New York. Her parents were from Barbados, an island in the Caribbean Sea. Do you know where that is?

Shirley's mother did sewing for people and her father worked in a bakery. The family was very poor. Their apartment had no heat. Sometimes Shirley and her two sisters had to stay in bed just to keep warm in the winter. There was always a lot of love in Shirley's family. Their love for each other kept their hearts warm and feeling good.

Shirley's parents did not have enough money to take care of their children. One day Shirley's mother packed boxes with food and clothing. She took Shirley and her sisters to Barbados by boat. The boat trip took nine days. Shirley was just three years old.

Shirley, her sisters and her mother went to her grandmother's farm in Barbados. Shirley's mother stayed there with the children for six months. Then she went back to New York to work and save money. Shirley and her sisters did not get to see their mother and father again for seven long years.

Shirley loved the farm, and she loved her grandmother. The children had chores to do to help with the farmwork. They carried water. They fed the ducks and chickens. They gathered eggs. They took care of the sheep, goats and cows.

Life on Grandmother's farm was not all work. Sometimes the children went swimming in the blue Caribbean Sea. They played in the

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sand together and enjoyed each other's company. Shirley started school when she was four years old. By the time she was five years old she could read and write.

When Shirley was ten years old, she and her sisters returned to New York. The family was happy to be living together again. Shirley graduated from high school and went to college in New York. When she finished college she became the director of a nursery school. Later she was in charge of a child care center.

Shirley Chisholm loved children. She also liked to work with adults. She felt many people weren't being treated fairly and she wanted to change this. She decided to try to get elected to the state government. In this way, she could help make laws that would protect people's rights in her state. Shirley told the voters what she wanted to do and they elected her! She served in the state government for four years. Next, she decided to run for a higher government office. Shirley Chisholm became the first Black woman in the entire country to be elected to the House of Representatives. Now she would be able to help decide on laws for the entire country.

While Shirley was working to make new laws, she called herself "fighting Shirley Chisholm". How Shirley did fight! She fought for health care, child care and good housing. She fought for laws to help make people's lives better. She fought for equal rights for women, for Blacks and for other groups of people who are not being treated fairly.

In 1972, Shirley Chisholm tried to be elected President of the United States. She did not win this, but she showed people something. She showed people that you can be a successful fighter even if you grew up as a poor, Black girl with a speech impairment.

Shirley Chisholm is now teaching, speaking, and writing. She especially likes to talk to students. She says that America's future depends on our girls and boys. She hopes that the new leaders will be women and men of every color. Shirley Chisholm hopes that these new leaders will be fighters for equal rights for all people, too.

LESSON PLAN

SHIRLEY CHISHOLM

Shirley Chisholm (1924 -), the first Black woman to have her name placed in nomination for President at a major political party convention. She served in the U.S. House of Representatives and continues to work for better schools and better jobs.

LISTENING QUESTIONS

1. How does Shirley Chisholm "fight"?
2. What kind of work does Shirley do?
3. What does she fight for?

SUGGESTED ACTIVITIES

Discussion

1. After reading the Chisholm biography, have the students discuss leaders they know who are women. Who are they? What kinds of roles do they fill as leaders? What qualities do these women possess that make them leaders? Don't limit the discussion to elected leaders only. Consider the school principal, the president of the PTA, the head librarian, or school nurse, as well as other women in more political leadership roles.

2. Discuss an election. What does it mean to vote? Have the students hold an election with two candidates running for the same office (they can decide what the office will be). How are candidates chosen? Who gets to vote? Discuss the fact that many people, men and women, Black and white, worked hard to get voting rights for Black Americans and women. It was because of their work and the work of other women leaders that Shirley Chisholm was able to run for office. Help the class understand that Shirley Chisholm's candidacy for President was an important step toward the nomination of Geraldine Ferraro for Vice President in 1984.

Activities

1. Help your class learn about their state representatives. Have the class write a letter to their representative. Have them write about issues that they think are important. Have them ask the representative what about the issues on which she/he is working.

2. Shirley Chisholm did not see her mother for seven years while she stayed at her grandmother's farm in Barbados. Ask your students if they have ever been apart from someone very special to them for such a long time. Ask them how they felt during that time. Have your students write a letter to someone very special in their life that they have not seen for a long time.

3. Have your students write a story about Shirley Chisholm. Ask them to write about ways they are like Shirley. Ask them to write about ways they are different from her.

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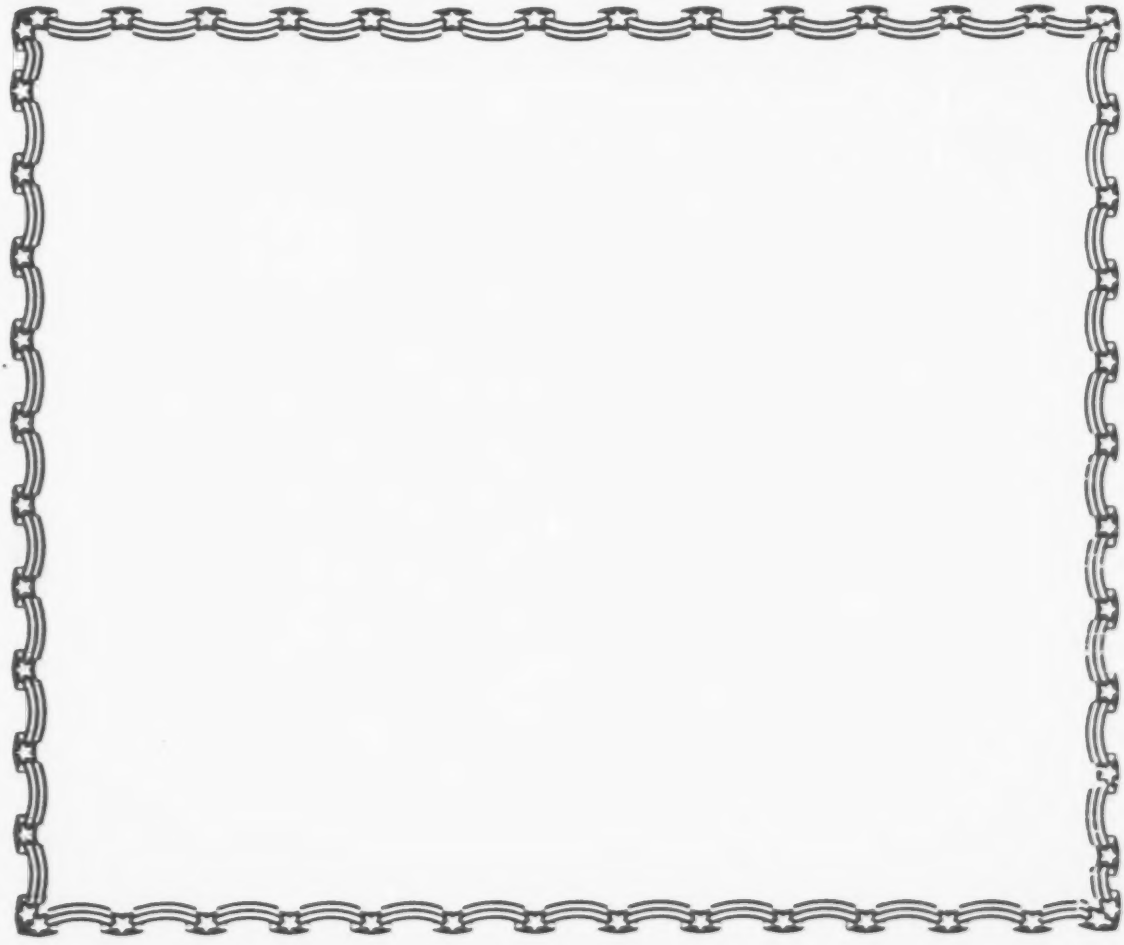
STUDENT WORKSHEET

Name _____

DESIGN A CAMPAIGN POSTER

Pretend that you are Shirley Chisholm's campaign manager. You are to design a poster that will make people want to vote for your candidate. Under the poster, write three sentences about Ms. Chisholm. Try to use the following words from her biography:

leader **helped** **laws** **fighter** **future** **election**



_____

_____

_____

On another sheet of paper, design a campaign poster of yourself running for President of the United States. Who knows? Maybe one day you will be! Design your own campaign button too.

Name _____

Shirley Chisholm

1924 -

— the first black woman nominated for President of the United States —

SEX EQUITY LESSON PLAN

DEVELOPED BY: National Women's History Project

SCHOOL:

GRADE LEVEL OR TARGET GROUP: Elementary

TOPIC: Bibliography: Chien-Shiung Wu

MATERIALS: Chien-Shiung Wu Handout

EXPECTED OUTCOMES:

PROCEDURE:

CHIEN-SHIUNG WU

(May 29, 1912 -)

by Barbara McLeod

Do you ask a lot of questions so you can learn how things are made or what makes them work? This story is about a woman who asked a lot of questions. She wanted to find out how things work. Her name is Chien-Shiung Wu. She has a Chinese name because she grew up in China.

From the time she was a little girl, her mother and father encouraged her to ask lots of questions. They wanted her to learn about lots of things. She asked, "What am I made of?", "Why is it cold?", "How do things move?". The more she learned, the more she wanted to know.

The questions she asked became harder and harder for people to answer. Since Chien-Shiung had so many questions, she decided it was very important for her to find a way to discover answers for herself. She became a scientist and began to do experiments.

By doing experiments, she could test her ideas for answers. She did not need to ask her teachers or her parents to check her answers. If the experiment worked, her answer was correct. If the experiment did not work, her answer was wrong. Either way, her experiments were fun. She just kept doing them until she found the correct answer to her question.

Chien-Shiung liked testing her ideas this way. She said,"I like to answer my own questions. Experiments help me to do this." She experimented with many different things. She did experiments with light and heat. Experiments helped answer her questions about the sun, the moon and how things were made.

When she was a young woman, Chien-Shiung left China and traveled all the way to the United States to go to school. She had first learned to ask questions in Chinese. Now she would be asking questions in English. She discovered that this did not make any difference. The scientific answers were the same in either language.

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She had already been to college, but she wanted to learn more. In order to have successful experiments, she needed to have even more information. She began to do research. In doing research, she hunted carefully for all the facts about what she wanted to learn. Doing research was fun for her because she knew it would help her experiments be successful.

Her experiments were very successful. She was able to find answers to questions that no one had ever been able to answer before. Other scientists gave her many awards for her work. She was happy to receive these awards, but do you know what was most important to her? She was able to discover the answers to her own hard questions and tell other people about them, too.

Would you like to be a scientist and do experiments like Chien-Shiung Wu?

CHIEN-SHIUNG WU

Chien-Shiung Wu (May 29, 1912 -) is a Chinese-American physicist. She has received many awards for her research.

LISTENING QUESTIONS

1. What country is Chien-Shiung Wu from?
2. Why did she come to the United States?
3. How does she find out the answers to questions?

SUGGESTED ACTIVITIES

Discussion

1. What do scientists do? Why is their work important to us?

Activities

1. The law of parity means that an object and its mirror image act in the same way. Dr. Wu proved that this was not true.
Divide the class into pairs. Each pair sits on the floor facing each other. Each child will take turns being the leader of her/his pair. The idea is for the other partner to act as a mirror. When the leader raises her/his arm and hand, the partner does the same (just as it would happen with a mirror). After a minute or two, switch roles. Discourage the children from making faces; only arm and hand movements should be tested.
What happened? Point out that each child really used the opposite arm or hand to mirror their partner. Hence, the mirror images are not really the same although they appear at first to be.

2. SCIENCE PROBLEM: Do all substances dissolve in water?
Materials:
4 glass containers
Sugar
Salt
Flour
Sand
Water
Procedure:
1. Put about one tablespoon each of sugar, salt, flour and sand into the four separate containers.
2. Fill each container with water and stir.
3. Observe each container. What can be seen?
Results:
1. Flour and sand do not dissolve in water.
2. Sugar and salt do dissolve in water.
Conclusion
Some substances dissolve in water and some do not.

3. SCIENCE PROBLEM: How can we make different colors?
Materials:
Cotton swabs
Cups of paint (red, yellow and blue)
Paper
Color wheel
Procedure:

1. Have the children experiment with mixing the primary colors to produce a secondary color.
2. Give each child an opportunity to mix the paints.
3. Show them a color wheel, demonstrating these combinations.

Results:
The students will see first hand that by mixing two of the primary colors, a third color (secondary) is obtained.
Conclusion:
When you mix two primary colors a secondary color is produced.

4. SCIENCE PROBLEM: What substances do magnets attract?
Materials:
Magnets
Various small metal and non-metal objects
Procedure:
1. Place the small objects on the table.
2. Touch the magnets against each object.
3. Observe what happens. Sort into magnetic and non-magnetic piles.

Results:
Objects made of iron and steel will be attracted by the magnet, while the others will not.
Conclusion:
Magnets only attract objects containing iron or steel.

Please note: There is no student worksheet for the Chien-Shiung Wu section. Student participation in the suggested activities replaces the written worksheet.

Name _____

Chien-Shiung Wu

1912 -

—A renowned scientist—

SEX EQUITY LESSON PLAN

DEVELOPED BY: National Women's History Project

SCHOOL:

GRADE LEVEL OR TARGET GROUP: Elementary

TOPIC: Bibliography: Dolores Huerta

MATERIALS: Dolores Huerta Handout

EXPECTED OUTCOMES:

PROCEDURE:

DOLORES HUERTA

(April 10, 1930 -)

by Molly MacGregor

Have you ever planted a garden? Have you watched vegetables or flowers grow from small seeds? Planting and harvesting vegetables and fruits is important work. People who do this work are called farmworkers. This story is about a woman who is one of the leaders of the farmworkers in this country today. Her name is Dolores Huerta.

Farmworkers work in the fields in all kinds of weather. They tend the plants and keep them healthy. When the vegetables or fruit are ready, they pick them and put them into boxes.

When Dolores was a little girl, her father was a farmworker. Her brothers picked tomatoes in the summer. They worked long, hard days and were paid very little. Dolores knew what hard work it was from listening to them talk.

Her mother ran a lunch counter and, after many years, saved enough money to buy a hotel. Dolores helped her mother with the hotel when she was growing up. Her mother didn't want Dolores to have to work in the fields. She encouraged her to be a good student, which she hoped would help her get a better job.

Dolores liked school a lot. She especially liked being with her friends. The children in her school were from very different groups. There were Mexican-Americans, Afro-Americans, Native Americans and Italian-Americans. Most of the students came from poor families. This did not seem to matter because everyone was treated the same. All the children worked and played together. Dolores thought that life would always be like that.

When Dolores went to high school, though, things were different. Some students came from families that were very rich. Others were from families that were very poor. Students did not treat each other equally. Some people told her that she could not be intelligent just because she was a Mexican-American. One of her teachers even told her this. Imagine

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how this made her feel!

Dolores knew they were wrong. She knew that she was very lucky because she knew two languages instead of one, Spanish and English. As a Mexican-American, she had the cultures of two countries to celebrate. She knew that other Mexican-American people were being treated unfairly, too. She wondered what she could do to make things more fair.

Dolores went to college and became a teacher. Many of her students were children of farmworkers. They were very poor. Sometimes they could not afford to buy shoes. Often they did not have enough food to eat.

Dolores decided to work directly with her students' parents. She talked to them about how laws are made to protect people's rights. She helped organize meetings so that people could begin working together. Believing that farmworkers would get more rights if they voted, she encouraged them to vote. In one year, she got 150,000 people to register to vote!

That same year, Dolores met Cesar Chavez, the leader of the United Farm Workers Union. She was glad to learn about the work he and his organization were doing. They were helping to make sure that farmworkers had good pay, good housing, and safe working conditions. He asked her to work full time for the farmworkers' union as an organizer.

Dolores had to make a difficult decision because she had many responsibilities in her own home. She was married and had eleven children. This new job would mean that she would have to be away from home a lot. She remembered how hard her mother and father had worked. She thought about how some people had treated her because she is a Mexican-American. This new job would help many, many people. She decided she would do it. Her children agreed with her. They said they would help her whenever they could.

As a union organizer, there is much to do. Dolores often works from early, early morning until late at night. She listens to the farmworkers to find out what they need. She explains how joining the

union will help them get better working conditions. Then, she works to make sure that the union is able to help the farmworkers.

When she travels throughout the country, she speaks at rallies and other events. People listen carefully to what she has to say. Her speeches are very exciting. She has encouraged thousands of farmworkers to join the union. Her work has been very successful. The government has passed new laws that have given more rights to farmworkers.

Dolores Huerta continues to work for better laws to protect the rights of farmworkers. Today, she is the vice president of the United Farm Workers Union. She is a very important leader.

DOLORES HUERTA

Dolores Huerta (April 10, 1930 -), is a Vice-President of the United Farm Workers. She organizes to get better working and living conditions for people who work in the fields.

LISTENING QUESTIONS

1. What are two jobs that farm workers do?
2. What happened to Dolores Huerta in high school?

SUGGESTED ACTIVITIES

Discussion:

1. Dolores Huerta wanted to help other Mexican-Americans. Ask your students to tell you what she did to be helpful. Ask them if they can think of any other ways to be helpful like Dolores Huerta.

2. Lots of people who work belong to unions. What does this story tell us about unions? Ask if anyone in your students' families belong to a union. Which one?

Activities

1. Have the children select a specific, familiar fruit or vegetable to talk about through the entire, long process of food production and distribution, from planting the seeds to the food they eat at their own tables. Write the steps on the blackboard as they come up. These steps can include: preparing the ground, planting, weeding and otherwise caring for the tender plants, watering, weeding (again!), killing pests, harvesting the crop, taking the food to a packing shed, sorting and packing the food for grocery stores or canneries, delivering the food to a distribution center, selling to stores, and delivering it to those stores, displaying and selling it, and, finally, someone taking it home to cook and eat it.

2. Have the students draw pictures of the different steps noted on the blackboard in Activity 1. Combine these into a long story mural. Have each step labeled carefully by the artists. Display the mural in the school hallway or some other worthy place!

3. On a sheet of paper, have each student draw a vertical and horizontal line, dividing the page into even quarters. In four pictures they now retell the story of Dolores Huerta's life, providing brief captions for each illustration.

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Name _____

WORD SCRAMBLE

Match the following scrambled words with their correct spelling:

chetear	**farm**	**hocols**	**home**
innou	**teacher**	**leph**	**school**
marf	**union**	**emoh**	**help**
kwro	**work**	**tenev**	**speech**
leppeo	**place**	**onij**	**event**
aplec	**people**	**cheeps**	**join**
bjo	**seeds**	**rafi**	**laws**
essed	**field**	**slaw**	**new**
delif	**job**	**wen**	**fair**

Look at each set of sentences. Underline the ones that Dolores Huerta would say:

1. a. "Farm work is hard."
   b. "Farm work is easy."
2. a. "Some people should have more rights than others."
   b. "Everyone should have equal rights."
3. a. "My people are not important to me."
   b. "I'm very proud to be a Mexican-American."
4. a. "Women and men belong to the farm workers' union."
   b. "Only men belong to the farm workers' union."

Name _____

Dolores Huerta

1930 -

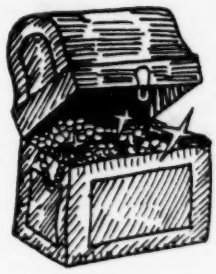
— The Vice President of the United Farm Workers Union—

SEX EQUITY LESSON PLAN

DEVELOPED BY: WEEA Publishing Center, Newton, MA

SCHOOL:

GRADE LEVEL OR TARGET GROUP: Upper Elementary and Secondary



TOPIC: Treasures

MATERIALS: Treasures Inventory Handout

EXPECTED OUTCOMES:

ACTIVITY: The "treasures" a person saves during a lifetime often reflect the roles that person has played, as well as personal interests. Comparing treasures saved by different generations may help explain differences in roles over the years or may show similarities of interests within a family. The results of this activity depend entirely on the makeup of the class and the changes which have occurred within those student's families.

PROCEDURE:

1. Introduce the activity by explaining the objectives, giving examples of treasures and distributing Treasures Inventory Handout.

2. The inventories may be compiled by group process (smaller groups gradually combining, compiling and refining lists until two or three lists emerge), or by whole class process (students report items on their lists, teacher writes items on board, compiling and categorizing as items are reported). OPTIONAL: Students may bring one or more items to share with class.

3. Have a class discussion using the following questions:

   a. What items are common to all three groups? To two groups? Why the similarities?

   b. What items are unique to one group. One individual? How might this be explained (cultural, income, or personal interest differences)?

   c. Are there treasures which were saved by members of one sex and not the other? By one age group and not others? One generation and not others?

   d. Were certain items saved because of the role the individual was playing during that time in her/his life? Did the person tell you this or did you infer (guess) the relationship, or did the item make the answer easy?

TREASURES INVENTORY HANDOUT

What "treasures" did your parents or relatives save as they were growing up and in later years? Interview them and, if possible, look at their treasures. Take an inventory of the items on this chart and summarize the comments about the items. Mark items saved during childhood with "C" and those saved as adults with "A."

Mother's (grandmother's, aunt's) treasures	C or A	Why was the item saved?
Father's (grandfather's, uncle's) treasures	C or A	Why was the item saved?

Now take inventory of the very special items you have saved over the years.

Your own treasures	Why was the item saved?

SEX EQUITY LESSON PLAN

DEVELOPED BY: Jan McCrimmon

SCHOOL:

GRADE LEVEL OR TARGET GROUP: Primary

TOPIC: Annie Wauneka Birthday
April 10

MATERIALS: Any materials about Annie Wauneka and the Navajo Indians.
Handout: Annie Wauneka

EXPECTED OUTCOMES:

PROCEDURE: Wauneka's Times

1. Provide as many books and pictures as you can about Annie Wauneka and the Navajo Indians.
2. Read the Handout: Annie Wauneka to the students.
3.
4.
5.

Other birthday's of famous women:

Amelia Earhart	July 24, 1898
Shirley Chisholm	November 30, 1924
Chien-Shiung Wu	May 29, 1912
Dolores Huerta	April 10, 1930

SEX EQUITY LESSON PLAN

DEVELOPED BY: Jan McCrimmon

SCHOOL:

GRADE LEVEL OR TARGET GROUP: Primary/Intermediate

TOPIC: Timeline of Historical Events Accomplished by Women

MATERIALS: Handout #7 from this workshop (Women in American History)
Additional Supplies for classroom:
Fishing line, small clips, construction paper, tagboard.

EXPECTED OUTCOMES:

PROCEDURE:

1. Teacher chooses the events from Handout #7 or other resources to construct a timeline of women's accomplishments.
2. Students are divided into pairs and are asked to choose an event they would like to write a few sentences about or illustrate in some fashion. The year of the event must appear somewhere on the children's work.
3.
4.
5.

SEX EQUITY LESSON PLAN

DEVELOPED BY:

SCHOOL:

GRADE LEVEL OR
TARGET GROUP:

TOPIC:

MATERIAL(s):

EXPECTED OUTCOMES:

PROCEDURE:

WOMEN: A BIBLIOGRAPHY OF RESOURCES

PURPOSE: To share with participants in the Anchorage School District information on Women: A Bibliography of Resources.

GROUP SIZE: 10 to 30 people

TIME REQUIRED: 10 minutes

NOTE TO TRAINER: This information is for workshops conducted for Anchorage School District personnel.

MATERIALS: None

ROOM ARRANGEMENT: Large Group

PROCEDURE: Trainer inform(s) the participants that there is a resource manual available in every Anchorage School District school library entitled Women: A Bibliography of Resources.

This resource manual lists all information available on women throughout the entire District. The resource, as well as the school at which it is located, is listed in the bibliography. Material may be requested from another school. Please consult the school's librarian for the proper procedure.

EVALUATION

PURPOSE: To solicit feedback from participants on the content and organization of the workshop.

GROUP SIZE: 10 to 30

TIME REQUIRED: 5 minutes

MATERIALS: Handout #11 (or school district's evaluation tool)

PROCEDURE:

1. Inform participants that they now will have an opportunity to evaluate the workshop.
2. Distribute Handout #11 and allow 10 minutes for participants to complete evaluation.
3. Ask participants to place evaluations on a table as they leave the workshop.
4. While participants are completing their evaluation forms, it would be a good time for the Trainer to complete the Trainer's Module Evaluation found at the end of this module. Once completed, please return to:

   Sex Equity Coordinator
   Department of Education
   P.O. Box F
   Juneau, AK 99811-0500

   In Anchorage send the completed form to:

   Anita Robinson
   Community Relations Department

   Thank you!

HANDOUT #11

Anchorage School District Trainers substitute ASD evaluation form for this page.

WORKSHOP EVALUATION

I. How would you rate this workshop in the following areas?

(Please circle the most appropriate rating)

		Very Clear				Not Clear
A.	Objectives were made clear.	1	2	3	4	5
		To a great extent				Not Met At All
B.	Objectives were met.	1	2	3	4	5
		Great Value				No Value
C.	Information was of practical value.	1	2	3	4	5
		Most Relevant				Not Relevant
D.	Handouts/materials were relevant to my present needs.	1	2	3	4	5
		Highly Effective				Not Effective
E.	Presentation was effective.	1	2	3	4	5

II. Circle one of the following ratings which best describes your feeling about this workshop in comparison to others you have attended?

1 One of the Best

2 Better Than Most

3 About Average

4 Weaker Than Most

5 One of the Worst

What were the strongest features of the workshop? _____

_____

What were the weakest features of the workshop? _____

_____

BEST COPY AVAILABLE

TRAINER'S MODULE EVALUATION

TRAINER NOTE: Now that you have completed the workshop, please take a moment to complete the following evaluation. Your input will be of vital importance as the modules are refined to meet the needs of teachers.

YOUR NAME: (optional)

NAME OF MODULE: _____

WHERE PRESENTED: _____

NUMBER OF PARTICIPANTS: _____

I. Trainer Instruction Sheet

A. Were trainer instructions clear and precise? ____ YES ____ NO

If no, please state page number and problem area: _____

_____

Other comments: _____

_____

B. Was the format of the Trainer Instruction Sheets easy to follow?

____ YES ____ NO

II. Participant Activities

A. Which activity did the participants appear to enjoy the most? ____

_____

B. Are there any activities that you feel need to be eliminated or replaced? If so, please identify. _____

_____

C. Was the timing allocated for activities appropriate?

____ YES ____ NO

D. Overall, do you feel this module raised the participants' awareness of sex bias?

_____